CHAPTER-II

REVIEW OF RELATED LITERATURE
Before drawing up the research design for a study, it is necessary to have a review of the studies that have already been made in a particular field. It is quite likely that different investigators might have used different types of samples and different tools for collection of the data. There might have been different types of intervening variables and these might have been controlled in different ways. It is, therefore, not surprising that different investigators might have come to different conclusions.

A review of the studies that have already been made provides useful insight into the problem and can help in avoiding the mistakes that might have been made by the earlier investigators. According to Best (1983) review of related literature helps in finding out what is already known about a problem and what still remains to be known. It helps in avoiding wasteful duplication of what has already been done and provides useful guidelines for the new investigators.

The present investigator aimed at finding out the degree of job satisfaction among the secondary school teachers and the relationship between job satisfaction and organizational climate of the schools. She, therefore, tried to locate the relevant studies from the different sources such as Education Index, Psychological Abstracts, Review of Educational Research, Encyclopaedia of Educational Research and the four surveys of Educational Researches in India. She also tried to locate the relevant studies published in various Research Journals published in India and abroad. These studies were grouped under the two main headings: i.e. those related to job satisfaction among the teachers and those related to relationship of job satisfaction with organizational climate of the schools. In the following pages the findings of those studies have been briefly discussed.

1. **STUDIES RELATED TO JOB SATISFACTION AMONG TEACHERS**

As early as 1935, Hoppoch made a comparative study

of satisfied and dissatisfied teachers and observed that job satisfaction was related to age, interests, social status and emotional adjustment of the teachers.

Maclusky and Stayer (1940) in their study of job satisfaction among teachers observed that the more experienced teachers were less satisfied with their jobs than teachers with lesser teaching experience. They further observed that there was no significant difference as regards job satisfaction among married and unmarried teachers.

American Vocational Association made a study (1948) of the factors associated with satisfaction of Home Economics teachers and observed that Junior High School teachers were more satisfied than teachers teaching at higher levels.


National Education Association in U.S.A. made a study (1957) of the status of American Public School teachers and observed that the Junior High School Teachers were more satisfied than other teachers.

Kuhler (1963) in his study of needs perceived and opportunities for satisfaction of needs and job satisfaction, observed that among the male teachers there was significant relationship between job satisfaction and need of dominance. However, need for achievement and need for autonomy had negative relationship with job satisfaction. There was no relationship between perceived needs and opportunities for need satisfaction among the female teachers.

Lacy (1969) in his analysis of the factors that affect job satisfaction among the teachers observed that


job satisfaction was related to salary, fringe benefits work load and school administration. It was further observed that job satisfaction was not related to sex and marital status.

Young (1969) in a study of job satisfaction among teachers in changing urban environment, observed that among the male teachers, salary was an important factor related to job satisfaction while among the female teachers working conditions were an important factor as regards job satisfaction. It was further observed that opportunities for professional advancement also led to job satisfaction.

Merrill (1970) in his study of job satisfaction among elementary school teachers and principals observed that satisfaction was related to age and socio-economic status of the teachers. It was also observed that

female teachers tended to be more satisfied with their job than the male teachers.

Mautra (1970) in a study of relationship of innovation, adaptation and organizational climate with job satisfaction observed that there was positive relationship between job satisfaction and length of teaching experience. However, there was no difference as regards job satisfaction among male and female teachers.

Bishop (1970) in a study of factors affecting job satisfaction observed that job satisfaction among teachers increased with age.

Anjane Yulu (1970) in his study of job satisfaction among secondary school teachers in Andhra Pradesh, observed that time old service conditions, inadequate accommodation and equipment, too rigid rules, lack of parental cooperation, interference by

politicians and poor social status were the main causes of dissatisfaction among the teachers.

Maun (1971) in his study of dimensions of teachers ideology, their perceived work environment and job satisfaction observed that factors like democratic and flexible principal harmonious interpersonal relations among teachers, disciplined students and manageable work load led to greater job satisfaction.

Probe (1971) in a study of relationship between teacher job satisfaction and selected personal characteristics, observed that there was significant relationship between job satisfaction and sex, age, education, teaching experience, size of school and aspirations of the teachers.


Hammer (1971) in a study of job satisfaction among special class teachers in Iowa observed that there was no significant relationship between job satisfaction, and sex, marital status, teaching experience, position held and differences in salary.

Haffen (1971) in his study of job satisfaction among health education teachers observed that sex, educational qualifications, length of service, salary, position held, size of community, opportunities for research and professional growth were related to job satisfaction.

Anand (1972) in his study of job satisfaction among school teachers observed that age had positive relationship with job satisfaction. Female teachers were


more satisfied than the male teachers. There was no relationship between academic qualifications and job satisfaction.

Indrienson (1973) in a multivariate analysis of factors affecting job satisfaction among Engineering teachers observed that sociability and personal relations were not related to job satisfaction.

Singh (1974) in his study concerning measurement of teacher's values and their relationship with teachers attitudes and job satisfaction observed that age was not related to job satisfaction. Female unmarried teachers were more satisfied. Size of School, subjects taught and teaching experience had no significant relationship with job satisfaction.

Talbot (1975) in his study of job satisfaction

among industrial Art teachers observed that age, length of service and classes taught were significantly related to teachers' job satisfaction.

Morgan (1975) in his study of factors related to job satisfaction among physical education teachers observed that sex differences, differences in academic and professional education and fixed tenures were related to job satisfaction.

Wiggins (1975) in a study of relationship between job satisfaction and vocational preferences of teachers of educable mentally retarded students observed that teaching level, education and specialization had relationship with job satisfaction.

Olson (1975) in his study of relationship between


needs reinforces and job satisfaction observed that there was significant relationship between job satisfaction and age and length of teaching experience.

Schackmith (1975) in his study of relationship between organizational structure and personal attributes to job satisfaction observed that job satisfaction was largely dependent on the extent to which an individual possessed professional self image or self concept.

Hallum Jr. (1975) in his analysis of relationship between job satisfaction and salary observed that salary was closely related to job satisfaction. It was further observed that there were no significant differences between the male and female teachers as regards job satisfaction.


Quintingn (1975) in an investigation designed to identify factors which affect teacher satisfaction observed that there was significant relationship between job satisfaction and variable such as sex, length of teaching experience, post held and teaching level.

Himelstein (1975) in his study of teacher satisfaction and dissatisfaction among selected Jewish day schools and orthodox Jewish Public school teachers in New York city observed that age, sex, commitment to teaching as a profession and length of teaching experience were highly related to job satisfaction.

Richards (1975) in a study of male conflict concerning teachers of the mentally retarded and its


relationship to confidence in leadership, effectiveness
and satisfaction, observed that teachers of low conflict
group were more satisfied with their job than teachers
of high conflict group.

Washington (1975) in his study of college
Department Chairperson's leadership style and job
satisfaction among the faculty members observed that the
leadership of the Head of the Institution led to a
significant relationship with job satisfaction among the
teachers.

Rose (1975) in his study of assessment of the
effects of a reading workshop on job satisfaction of
elementary school teachers observed that in-service
courses do affect the job satisfaction among the
participant teachers.

Departments Chairperson's leadership style as
perceived by teaching faculty and the faculty
members feeling of job satisfaction. Dissertation
Abstracts International, 1975, 36, 3464-A.

2. Ross, N.P., An assessment of the effects of
reading workshop on job satisfaction of elementary
school teachers. Dissertation Abstracts Inter-
national, 1975, 35, 5134-A.
Romero (1975) in a study of relationship of organizational structure and fiscal dimensions and job satisfaction observed that there was significant relationship between categories of teachers having differentiation in salary, status and level of teaching and job satisfaction.

Uniyal (1975) in his study concerning relationship between motivation and job satisfaction observed that there was significant relationship between need for abasement and job satisfaction in case of male teachers. He further observed that the teachers in Government schools were highly satisfied with their job.

NCERT (1975) in a study of the reaction of teachers towards teaching profession observed that the


2. Uniyal, M.P., Job Motivation and Satisfaction of Teachers.

attitude of teachers differed under different managements. The tenure of service did not affect the attitude of a teacher. The attitude of male and female teachers differed significantly. Teachers with lower educational qualifications had more positive attitude towards the profession than the teachers with higher educational qualifications. The attitudes of trained and untrained teachers did not differ significantly.

Levinga (1975) in a study of job satisfaction among teachers observed that primary school teachers were more satisfied than secondary school teachers and young teachers in the age group of 22 to 24 years were more satisfied in both the primary and the secondary schools.

Manthe (1976) in his study concerning satisfaction


and dissatisfaction among Virginia University Extension Workers observed that job satisfaction among teachers was not related to sex, but was related to salary. He further observed that teachers below thirty years in age were less satisfied than their older colleagues. The more experienced teachers were less satisfied when compared to new entrants to the teaching profession.

Findlay (1976) in his study of the relationship of personal variables and job satisfaction among teachers observed that age, marital status, salary and length of teaching experience were more positively related to job satisfaction.

Basewell (1976) in a study of job satisfaction among elementary school teachers in selected Texas countries observed that teachers elder in age and having


longer experience were more satisfied. It was also observed that teachers with rural background were more satisfied when compared to those from urban areas.

Shaw (1976) in a comparative analysis of organizational climate and job satisfaction, observed that the organizational climate and type of leadership were significantly related to the job satisfaction among teachers.

Bembry (1976) in a comparative attitudinal analysis of selected business teachers in Iowa Secondary Schools concerning job satisfaction, observed that age, salary and total teaching experience were related to job satisfaction.


satisfaction among the teachers.

Johnson (1976) in his study of relationship between organizational process and job satisfaction observed that teachers in schools with differentiated classrooms were more satisfied than those in schools with self-contained classrooms.

Silveston (1976) in a comparative study of job satisfaction of South Carolina teachers involved in two different systems of instructional organization, observed that there were no significant differences as regards job satisfaction among teachers of traditionally organized and teachers of I.G.E. multi unit schools.


Epsy (1976) in his study of relationship between Principal's leadership style and job satisfaction among teachers observed that there was no relationship between the two.

Cortis (1976) in his study of Michigan Elementary and Secondary School Counsellor's job satisfaction as a function of presented leadership behaviour and personal and environmental variables observed that women counsellors were more satisfied than the male counsellors. It was further observed that educational qualifications were inversely related to job satisfaction.


Huntington (1976) in a study of the effect of visibility upon open space teachers on job satisfaction observed that there was no significant relationship between teacher's job satisfaction, sex, age and teaching experience.

Handerson (1976) in his study of teachers satisfaction and morale and perceived participation in decision making observed that the teachers feelings about Principal's professional competency, his ability to communicate, interest taken by him in teachers welfare and his human relations were related to job satisfaction among teachers.

Bernard and Kundaival (1976) in their study of job satisfaction among graduate teachers in Coimbatore


observed that female teachers were more satisfied than the male teachers. Academic career of the teachers had no relationship with their job satisfaction and teachers coming from high economic background were less satisfied.

Reddy and Reddy (1976) in their study of job satisfaction among teachers working under different managements, observed that teachers employed under private managements were more satisfied than teachers working in Government schools.

Levingai (1977) in a study of job satisfaction among teachers observed that primary school teachers were more satisfied than the secondary school teachers. Female teachers were more satisfied than the male teachers and job efficiency was positively related to job satisfaction.


Balla Subramanium and Narayanan (1977) in their study of effect of personality on job satisfaction among College teachers observed that in general motivational stability contributed to job satisfaction.

Anand (1977) in his study of relationship between job satisfaction and introversion and neuroticism observed that extroversion had positive relationship and neuroticism had negative relationship with job satisfaction.

Behrman (1977) in his study of teacher student relation as a predictor of teacher job satisfaction observed that perceived personal relations among teachers, teachers and principal, between teachers and students were all significantly related to job satisfaction among the teachers.


Perry (1977) in a study of job satisfaction as related to similarity in philosophic view between physical Education faculty members and their Departmental Chairperson, observed that sex, age, tenure, status, educational degrees attained and length of teaching experience all did not have any significant relationship with job satisfaction among teachers.

Hafford (1977) in his study of factors related to job satisfaction, observed that teachers elder in age and married teachers were more satisfied than younger teachers. Teachers with some secondary source of income were also more satisfied.

1. Perry, J.L., Job satisfaction as related to similarity in philosophic view between physical Education faculty members and their Department Chairman. Dissertation Abstracts International, 1977, 37, 6194-A.

2. Hafford, Hm. The measurement of factors of satisfaction and dissatisfaction which affect teachers in their work. Dissertation Abstracts International, 1977, 37, 5062-A.
Keffer (1977) in a study of job satisfaction among the field staff and Virginia polytechnic Institute and staff extension division, observed that female teachers were more satisfied than male teachers.

Hadaway (1977) in his study of selected personal characteristics related to job satisfaction of public High School business teachers observed that sex and non-teaching work experience did not significantly differentiate job satisfaction.

Bhattacharya (1978) in his study of relationship between job satisfaction, anger and aggressiveness among teachers observed that the teachers who were highly

satisfied with their jobs had high degree of anger and aggression in their temperament.

Seitzinger (1979) in his study of relationship between satisfaction, personal factors, role ambiguity, role conflict and teacher's job satisfaction observed that there was negative relationship between role conflict and job satisfaction among teachers.

Paulsy (1979) in his study of relationship between progressive training and job satisfaction observed that there was no significant relationship between the type of job training and job satisfaction.

Thakkar (1977) in his study of potential teacher, effectiveness their educational attitudes in relation to


their rapport with students and their survival and job satisfaction observed that job satisfaction had positive relationship with rapport between teachers and students.

Baker (1979) in his study of relationship of Principal's leadership style and job satisfaction of teachers observed that there was no significant relationship between leadership style of the Principal and the teachers' job satisfaction.

Oladabo (1979) in a study of job satisfaction and dissatisfaction among secondary school teachers in Nigeria observed that in general, the teachers were satisfied with teaching as a job. They expressed dissatisfaction with lesser opportunities for advancement. The investigators suggested that a larger number of female graduates should be encouraged to take


up teaching as a career. Conditions of service should be improved and more inservice programmes and professional activities should be organized. It was also suggested that different types of meaningful incentives should be provided to the teachers.

Baker (1979) in a study of relationship between leadership style and teacher job satisfaction observed that leadership style as measured on a consideration scale was a better predictor of job satisfaction among teachers than leadership style measured on the initiating structure scale. It was observed that teachers' job satisfaction was not affected by the percentage of minority enrollment in school districts.

Sathyadas (1979) in a comparative study of job satisfaction and temperament of teachers observed that


teachers having job satisfaction were generally extroverts. Those dissatisfied were generally introverts. Those dissatisfied were more neurotic than the satisfied teachers.

Gupta (1980) in his study of job satisfaction among teachers, teaching at three levels, observed that personality needs, attitudes and personality maturity were important factors as regards job satisfaction.

Still (1980) in a study of the relationship between selected attributes of business teachers to job satisfaction observed that salary level, prior teaching experience and education were related to job satisfaction.

Goyal (1980) in his study of relationship among


attitudes, job satisfaction, adjustment and professional interests of the teacher educators in India observed that a large majority of teacher educators were favourably inclined towards their profession and were satisfied with their job. It was observed that majority of the teacher educators had low interest in their profession. Emotional maturity among teachers increased with age and professional interest among teacher educators increased with teaching experience. Attitudes, job satisfaction and occupational adjustment among teacher educators were inter-related.

Hudson (1982) in his study of relationship between job satisfaction and selected factors of teaching work load observed that the relationship between job satisfaction and teaching work load was rather complex. He suggested that there was need for more precise definition of teaching work and load components and their relationship with job satisfaction.

Kurkar Stewart (1982) tried to determine the relationship between the special education administrators and their immediate supervisor's locus of control orientations with respect to job satisfaction amongst the administrators observed that there was positive relationship between special education administrator's locus of control and their level of job satisfaction. When immediate supervisor's locus of control is partialed out, the relationship between special education administrators locus of control and job satisfaction no longer remains significant.

Burke (1983) in his study of leadership styles of Principals in relation to teacher job satisfaction observed that most of the teachers were generally satisfied with their work, their supervisors and their


coworkers. However, they were less satisfied with their salaries.

Flemming (1983) in an analysis of the relationship of perceived professionalism and perceived complexity of organizational environment to job satisfaction among elementary school teachers, observed that there was significant relationship between level of environmental complexity and job satisfaction. Teachers working in more complex environment tended to have higher job satisfaction. There was no significant difference in job satisfaction and level of professionalism.

Kennard (1983) in a study of the relationship between teachers perception of self-actualization needs and their perceptions of satisfaction with the teaching profession observed that there was positive relationship


between perception of self-actualisation and perception of satisfaction for the entire population as well as each of the sub-population mentioned.

Surbida (1984) in a study of job satisfaction of elementary school Principals observed that in general the Principals were satisfied with their jobs and their salaries. However, the group of Principals identifying themselves as satisfied showed no association between their salaries and their level of job satisfaction.

Genecco (1984) in a study of perception of autonomy and job satisfaction among community college students personnel professionals observed that job satisfaction is an important component of organizational morale and autonomy in decision making and a feeling of security are of major importance to teachers.


Boenisch (1984) in a study of the relationship between leadership style, job type, stress and satisfaction among community college student personnel professionals observed that leadership style had a significantly higher stress level. There was a significant relationship between job stress and job satisfaction levels. The correspondence between low job stress and low job satisfaction was an unexpected finding which may be the result of the older and less mobile sample.

Lee (1983) in a study of job satisfaction of selected parochial High School teachers in Kansas observed that there was higher job satisfaction among parochial schools.

Nevels (1984) in his study of relationship


between teachers' attitude towards professionalism and teachers' satisfaction, dissatisfaction with their jobs observed that there was significant inverse relationship between teachers' autonomy and the intrinsic facets of teacher job satisfaction. There was significant inverse relationship between teacher autonomy and extrinsic facets of teachers' job satisfaction. There was significant inverse relationship between teachers' autonomy and total job satisfaction of teachers. Low pay and lesser chances of advancement were the greater source of dissatisfaction among teachers. The opportunity to be of service to others was the greatest source of satisfaction for the teachers.

Wolf's study (1984) showed that job and career satisfaction were not correlated with conflict in general but showed a positive correlation with innocent type of conflict suggesting the naivete was a factor in Principal's job satisfaction. Job satisfaction had negative relationship with conflict in which Principals did not accurately perceive the direction of the reference group response.

Garskof (1985) in his study of relationship between job satisfaction of High School teachers and non-financial incentives of status pay, privilege pay and power pay as operationalized by the holding of compensatory time job, observed that there was significant correlation in ancillary analysis between age and the need to achieve and between age and the job satisfaction factors of work and coworkers.

Packet (1985) in a study of relationship between teachers satisfaction with the principals, students, parents as well as the schools, observed that parents satisfaction with the school was influenced by students satisfaction with the teachers. Students' satisfaction was influenced by teachers' satisfaction with the principals. It was further suggested that school


leadership would positively affect parental satisfaction with the school by actively working to improve administrator teacher interrelations that could lead to improvement of teachers' satisfaction with the Principal.

Birmingham's study (1985) on job satisfaction and burn out among Minnesota teachers revealed that the general level of job satisfaction among Minnesota teachers was rather low. Teachers were most satisfied with intrinsic reinforcers such as social source, creativity, variety and ability of utilization etc. Teachers above fifty years of age were most satisfied. Female teachers were more satisfied than the male teachers.

Goyal (1985) in his study of characteristics of Indian teachers observed that majority of the teachers were satisfied with their job. There were no significant differences between male and female teachers as regards job satisfaction. Age or length of teaching experience


did not have any relationship with job satisfaction.

Gupta (1986) in his study of job satisfaction and teachers observed that the attitude of teachers towards teaching as a career, need for autonomy, need for achievement, need for affiliation and personality maturity were significantly inter-related to the prediction of job satisfaction.

Schlessinger study (1987) of relationship between psychological type and job satisfaction in students affairs administration in higher education showed that there was significant relationship between psychological type and job satisfaction and between gender and job satisfaction, dissatisfaction, psychological type and gender as isolated factors do not seem to be the major factors in job satisfaction.


Ross (1988) in a study of interacting effect of leadership between behaviours and situational variables on teachers' job satisfaction observed that the effects of initiating structure on job satisfaction were not moderated either by role ambiguity or locus of control to moderate the relationship between initiating structure and job satisfaction. It was further observed that teachers with an external locus of control orientation experience higher level of job satisfaction than teachers with an internal locus of control orientation when role ambiguity and Principal's initiating structure behaviours are high.

The above review of findings of the studies concerning relationship of the factors associated with job satisfaction among the teachers shows that there is no unanimity in the findings.

Studies conducted by Hopchoch (1935), Merrill


Bembry (1976), Barewell (1976), Hafford (1977), Garskof (1985) and Birmingham (1985) showed positive relationship between age and job satisfaction, i.e. the teachers older in age tended to have greater job satisfaction. However, studies conducted by Singh


(1974), Huntington (1976) and Goyal (1985) showed that there was no relationship between age and job satisfaction among the teachers and findings of the study conducted by Lavinga (1975) showed that the younger teachers were more satisfied than the teachers in the upper age groups.

As regards relationship of length of teaching experience with job satisfaction it was observed that findings of the studies conducted by Maurtra (1970),


Bishop (1970), Probe (1971), Haffen (1971), Talbot (1975), Olson (1975), Quintinger (1975), Himelstein


Barewell (1976), Findlay (1976) and Bembry (1976) showed that the more experienced teachers tended to be more satisfied. However, findings of the studies conducted by Hammer (1971), Singh (1974) and Hintington


(1976) and Goyal (1985) showed that there was no relationship between length of teaching experience and job satisfaction and findings of studies conducted by Maclusky and Stayer (1940) and Manthe showed that the more experienced teachers were less satisfied when compared to the less experienced teachers.

As regards differences in job satisfaction among the male and the female teachers it was observed that findings of the studies conducted by Lacy (1969), Merrill (1970), Probe (1971), Anand


(1972), Quintingn (1875), Bernard and Kundaval (1975), Lavingai (1977), Keffer (1977) and Birmingham (1985) showed that the female teachers tended to be more satisfied than the male teachers. However, findings of the studies conducted by Lacy (1969), Mautra (1970),


Hammer (1971), Manthe (1976), Huntington (1976) and Hadaway (1977) showed that there were no significant differences as regards job satisfaction among the male and the female teachers.

As regards relationship between academic qualifications and job satisfaction among the teachers. It was observed that studies by Haffen (1971), Morgan


Wiggim (1975) and Still (1980) showed that the teachers with higher educational qualifications tended to be more satisfied. However, Anand (1972) and Bernard and Kandewal (1976) observed that there was no relationship between academic qualifications and job satisfaction among the teachers, and findings of the


studies conducted by N.C.E.R.T. and Cortis (1976) show that teachers with lower academic qualifications had greater job satisfaction.

As regards relationship between salary and job satisfaction it was observed that there was overwhelming evidence to show that salary was related to job satisfaction. Among the studies leading to this conclusion are those conducted by Levy (1969), Young (1969), Haffen (1971), Romero (1975), Hallum Jr


(1975), Manthe (1975), Findlay (1976) and Still (1980). However, Hammer (1971) and Surbida (1984) observed that salary was not related to job satisfaction.

There was unanimity in findings as regards relationship between level of teaching and job satisfaction. The studies conducted by American Vocational Association (1948), National Education


Association (1957), Romero (1975), Lavinga (1975) and Quintingn (1975) and Levingai (1977) showed that the teachers teaching at lower levels tended to be more satisfied.

The study conducted by Young (1969) showed that working conditions and opportunities for promotion were


related to job satisfaction and Ross (1975) observed that in service courses increased job satisfaction among the teachers.

In view of the lack of unanimity in the findings of the studies as cited above, there appears to be need for further exploration in the area and in the present study and attempt was made to identify the factors which are related to job satisfaction.

II. Studies Concerning Relationship Between Organizational Climate of Schools and Job Satisfaction Among the Teachers

Quite a few studies have been made to find out the relationship of organizational climate of the schools and job satisfaction among the teachers. In the following pages the findings of some of the studies in this area have been briefly reviewed.

Varshney (1979) had conducted a study on the organizational climate of different types of schools and reactions to the functional situations among adolescents studying in those schools. The sample consisted of 639 Principals and teachers and 832 students from 47 schools. It was observed that in 29.32% of the schools the organizational climate was open, in 14.19% it was autonomous, in 14.91% it was controlled, in 8.5% it was familiar, in 6.39% it was parental and in 23.43% it was closed. It was observed that autonomous organizational climate was better than other types of climates for adjustment of the students. It was followed by familiar, controlled, parental, closed and open climate.

Amarnath (1980) in his comparative study of organizational climate of Government and privately managed Higher Secondary schools in Jallundhar District selected 32 Higher Secondary schools and from each school teachers were selected. Hoplin and Crafts


organizational climate Description Questionnaire was used for assessment of Organizational Climate of the school and a job satisfaction scale was developed by the investigator. It was observed that there were significant differences in the organizational climate of the Government and the privately managed schools. It was observed that there was no significant relationship between organizational climate of the school and job satisfaction among the teachers.

Joshi (1980) conducted a study on the organizational climate of Higher Secondary schools in Rajkot city. The sample consisted by 14 Higher Secondary schools and Holpin and Crafts Organizational Climate Description Questionnaire was used for assessment of the organizational climate of the schools.

It was observed that the most frequently observed category of organizational climate was the closed climate. It was followed by familiar climate and the number of schools with controlled climate was the minimum. There was no difference in the organizational climate of the school managed by private bodies and those managed by the Government.

Khera (1980) for his study of the organizational climate of Sainik Schools selected 17 Sainik Schools and from each school 10 teachers and 40 students were selected. Organizational climate of the schools was assessed with the help of Holpin Crafts Organizational Climate Description Questionnaire. It was observed that there were wide differences in the organizational climate of the schools. Because of these differences the educational environment in most of the schools was not upto the mark. It was further observed that schools with better organizational climate showed better results.

Chaichana (1981) in a study of the Organizational Climate of Teachers' Colleges of Thailand selected 36 colleges. It was observed, 23 out of the 36 colleges had open climate and 13 had closed climate. In colleges having open climate the morale of teachers was high. In colleges having autonomous, controlled, familiar and parental types of climate the morale of teachers ranged from high to low and the morale of teachers in colleges having closed climate tended to be low. The teachers' rapport with Principals was better in colleges having open, controlled and parental climate than in colleges with autonomous, familiar and closed climates. Teachers of colleges having an open, controlled, autonomous and paternal climate were more satisfied with their salary than teachers in colleges having familiar and closed climate.

Varshney (1981) in a study of relationship between


organizational environment and teacher effectiveness selected 10 teachers and 20 students from 17 schools and collected data with the help of Holpin and Crafts' OCDQ and a scale for measurement of attitudes towards the school. It was observed that the number of schools with closed climate was higher than the number of schools with open climate. In schools with open climate the attitude of teachers was more favourable. It was further observed that the achievement of the students in schools with open and familiar climate was higher than that of students in schools with closed and paternal environment.

Pandey (1981) in his study concerning the organizational climate of Garhwal's Secondary Schools and its relationship with adjustment of the teachers selected 500 teachers teaching in 28 Government and Private Secondary Schools. Data were collected with the help of Organizational Climate Description Questionnaire and an adjustment inventory.

It was observed that there was negative correlation between organizational climate and social adjustment. The Government schools had better organizational climate than the schools under private management and the girls' schools had better organizational climate than boys schools.

Rastogi (1981) in a study concerning school climate, psychological health and classroom functioning of students in relation to their satisfaction - dissatisfaction with school, selected 480 teachers and 9000 students from 19 schools. Sharma's school Organizational Climate Description Questionnaire was used for assessment of organizational climate of the schools. It was observed that students were more satisfied with open range climate and were less satisfied with closed range climate.

Shah in her study (1981) of the impact of school climate on students and teachers collected data with the


help of Hindi version of the Organizational Climate Description Questionnaire by Holpin and Craft for assessment of the Organizational climate of the school. It was observed that the school climate had no effect on teacher personality. The school climate was related to adjustment of students. Autonomous climate was better for student adjustment than controlled, paternal or closed climate. There was no significant impact of school climate on self concept.

Chopra (1981) in his study concerning organizational climate of schools in relation to job satisfaction of teachers and student's achievement selected 272 teachers and 620 students from 18 secondary schools. Data regarding organizational climate were collected with the help of Sharma's Organizational Climate Description Questionnaire and Wali's Teacher Satisfaction Inventory.

It was observed that the open climate showed the highest overall teacher satisfaction. It was followed by autonomous, familiar, controlled, closed and paternal climate schools. There were significant differences in teacher satisfaction between open and closed paternal climate schools. Among the schools with other types of climate there were no significant differences as regards job satisfaction among the teachers. There was no relationship between teachers' job satisfaction and achievement by students.

Vichao (1983) in a study of organizational climate and teacher Morale in the Primary Schools in the Central Zone of Thailand selected 1000 teachers from 100 Primary schools in Bangkok and collected data regarding organizational climate of the schools with the help of Thai version of Holpin and Crafts Organizational Climate Description Questionnaire. It was observed that 16% of the schools had open climate, 35% had closed climate and 40% had intermediate climate. Teachers morale was

1. Vichao, P., A study of Organizational Climate and Teachers' Morale in Primary Schools in the Central Zone of Thailand, Ph.D. (Edu.), M.S.U., 1983.
higher for schools with open climate than for schools with closed climate.

Uma Devi (1983) in a study of organizational goals, organizational climate and faculty performance in Andhra University observed that it was the age of the respondents and not the global university climate which determined the performance of faculty members. The climate factor of the University had less to do with the faculty performance and more to do with faculty satisfaction.

Baryaiya (1985) in a study of the organizational climate in secondary schools of Gujrat used Holpin and Craft's Organizational Climate Description Questionnaire for assessment of the Organizational climate of 100 schools. The sample consisted of 500 teachers, and 100 Head-masters teaching in these schools and 75 members of the Management. It was observed that only 27 schools


had open climate, 7 had autonomous, 11 had controlled, 6 had familiar, 13 had paternal and 35 had closed climate.

Methi (1985) in a study of the relationship between Organizational Climate of Schools and diffusion of Innovations selected 170 secondary schools and administered school organizational climate Description Questionnaire by Sharma and an Innovations Inventory devised by the investigator to 3165 teachers.

It was observed that most frequently occurring climate was the paternal climate. It was followed by controlled, autonomous, open, familiar and closed climates. There were significant differences in the organizational climate in the Government and an aided institutions. The diffusion of innovations was most widespread in the schools with open climate.

Pande (1985) in a study of Management, Organizational Climate and Teachers' Morale in Orissa Schools.


schools selected 100 Head-masters, 200 teachers and 100 members of Managing Committees and collected the data from them with the help of a questionnaire. It was observed that whereas the teachers and Head-masters were satisfied with the managements in the private schools, those in the Government schools were not satisfied with the management. Teachers in private schools did not get the prescribed salaries and were not satisfied in this regard.

Pande (1985) in a study of leadership behaviour of Principal, organizational climate and teachers Morale of secondary schools selected 404 teachers from 34 secondary schools and collected data about organizational climate of the schools with the help of Holpin and Wirers leadership Behaviour Description Questionnaire and school Organizational Climate Questionnaire by Sharma and a teacher Morale Inventory devised by the investigator. It was observed that rural schools had more open climate than the urban schools.

Teachers in schools with open climate had higher teacher morale than those in schools with closed climate.

Puranik (1985) in a study of relationship of social maturity of pupils with organizational climate and Teacher Morale in Primary Schools in Bangalore selected 712 teachers and 2634 students from 70 schools. Data were collected with the help of Sharma's Organizational Climate Description Questionnaire, Tirtha's social Maturity scale and Teacher Morale scale devised by the investigator.

It was observed that no single dimension of school climate was conducive to development of social maturity among students. It was also observed that controlled organizational climate was conducive for development of teacher morale.

Singh (1985) in his study of social climate,


leadership behaviour and moral development of Heads of Elementary schools selected 50 Primary and 50 Secondary schools and from these schools 100 Head-masters and 421 students were selected. Data regarding organization climate were collected with the help of Organizational Climate Description Questionnaire by Halpin and Craft. Data regarding leadership Behaviour of Head Masters were collected with the help of Ohio Leadership Behaviour Description Questionnaire.

It was observed that elementary schools were more variable as regards Organizational Climate and leadership behaviour of the Headmaster when compared to the Secondary schools.

Srivastava (1985) in a study of the school effectiveness in relation to organizational climate selected 34 schools. Data regarding organizational climate of the schools were collected with the help of Sharma's school Organizational Climate Description Questionnaire and data regarding innovativeness were collected with the help of a questionnaire devised by the investigator.

It was observed that no dimension of organizational climate was related to results of the schools.

Swatantra Devi (1985) in her study of role perception of teachers and principals in relation to Organizational Climate in Secondary schools of Madras City selected 100 secondary schools. In these schools 100 Principals and 900 teachers constituted the sample for the study. Data regarding organizational climate were collected with the help of organizational climate Description Questionnaire by Holpin and Craft. Data regarding Leadership Behaviour were collected with the help of leadership Behaviour Description Questionnaire by Holpin and Winer and a Personal data sheet developed by the investigator was used for collection of information from the Headmasters and teachers.

It was observed that teachers generally perceived the organizational climate of their schools to be closed

whereas the principals perceived it to be open. Perceptual differences between the teachers and Principals were more in autonomous climate and less in controlled climate with respect to task oriented leadership style.

Veeraraghwan (1986) in a study of organizational climate, leadership adaptability and teacher effectiveness in high, average and low performance schools selected 65 schools and from these 498 teachers and 3618 students were selected to constitute the sample for the study. Holpin and Crafts' Organizational Climate Description Questionnaire was used for assessment of organizational climate of the schools. Arora's teacher characteristics Description Scale was used for identification of characteristics of teachers. Inderasan's job satisfaction scale was used for assessment of level of satisfaction among the teachers.

It was observed that organizational climate dimensions (disengagement, aloofness, esprit intimacy,

psychological hinderance, consideration, humanized thrust and production emphasis) varied significantly among high, average and low performance schools.

High performance schools were characterized by lower disengagement, alienation, psychological hinderance and higher on esprit, intimacy and humanized thrust as compared to the average and low performance schools.

It was also observed that high performance schools showed relatively more open climate and principal control being lesser.

Abdul Samad (1986) in a study of Organizational Climate of Government High Schools of Chandigarh and its effect on job satisfaction of teachers selected 175 teachers from 18 schools in Chandigarh. Data regarding organizational climate were collected with the help of organizational climate Description Questionnaire developed by Holpin and Craft and job satisfaction among teachers.

the teachers was assessed with the help of Gaba Teacher Job Satisfaction Scale.

It was observed that more open climate in the schools gave greater job satisfaction to the teachers. In such a climate teachers were more satisfied with the Principals and Colleges. There were no significant correlation between organizational climate dimensions of hindrance, intimacy and aloofness and all eight subscales of job satisfaction scale. Production emphasis was related to job satisfaction.

The dimension of consideration was significantly related with six subscales of job satisfaction.

Balwinder Kaur (1986) in her study of job satisfaction of Home Science teachers and its relationship with personal, professional and organizational characteristics selected 240 Home Science teachers and administered to them Srivastava's Need Satisfaction Scale, Holpin and Craft school Climate Description Questionnaire, Holpin's leadership

Description Questionnaire and Teacher job satisfaction scale by Gupta and Srivastava.

It was observed that need satisfaction correlated with job satisfaction. It was observed that teaching experience, academic qualifications and salary were related to job satisfaction. It was further observed that eight of the eleven organizational characteristics, disengagement, hindrance, esprit, thrust, consideration, initiating structure consideration and total leadership behaviour appeared to be related to job satisfaction. Disengagement and hindrance appeared to be significant predictors of job satisfaction. The remaining organizational characteristics, i.e. intimacy, production emphasis and aloofness characteristics were not potent predictors of job satisfaction.

Lutti (1988) in a study of organizational climate of secondary schools in Thailand in the context of some variables administered organizational climate Description Questionnaire by Holpin and Craft, leadership behaviour

Descriptive Questionnaire by Holpin and Winer and Purdue Teacher Opinionnaire by Bentecy and Rampel. It was observed that 44.83 percent of the schools had open climate and 55.17 percent had closed climate.

In the schools with open organizational climate the teachers had higher morale, they had better rapport with the Principal, they had better interpersonal relations with other teachers and had greater job satisfaction.

In the schools with closed organizational climate the teachers had lower morale, they did not have proper rapport with the Principal. Interpersonal relations between the teachers were not so good and teachers had lesser job satisfaction. It was further observed that in schools with Paternal climate, the teachers were more satisfied than the teachers in schools where the organizational climate of the schools was closed one.

From the above review regarding relationship between organizational climate of the schools and job satisfaction among the teachers it appears that majority of the studies in this area show that in open organizational climate the teachers had greater job


Balwinder Kaur (1986) and Lutti (1988). However, studies conducted by Amarnath (1980) and Uma Devi (1983) showed that there was no relationship between organizational climate of the institution and job satisfaction among the teachers. Findings of the study conducted by Shah (1981) showed that the organizational climate of the school did not have any relationship with personality of the teachers.


Studies conducted by Vichao (1983) and Pandey (1985) showed that in schools with open organizational climate the morale of the teachers was comparatively higher.

Methi's study (1985) showed that there was better diffusion of innovations in schools with open climate and studies by Khera (1980) and Veeraraghwan (1986) showed that schools with open organizational climate showed better results.

From the above discussion it appears that organizational climate of the schools appears to be


associated with job satisfaction among the teachers and schools with open climate tend to raise the morale of the teachers and better relationship between the Principals and the teachers and between teachers and teachers and this type of congenial atmosphere results in better performance by the students. However, because of lack of unanimity of findings, there is need for further exploration in the area and in the present study an attempt has been made to fulfil this need also.