

## Job Satisfaction of Senior Secondary School Teachers in Relation to Organizational Climate

**Ranjan Bala**

Assistant Professor, Lovely Professional University Jalandhar, Punjab, India

### Abstract

The present study was conducted to study the job satisfaction of senior secondary school teachers in relation to organizational climate. Descriptive survey method was used in the present study to obtain pertinent and precise information. The sample of the study comprised of 400 teachers selected from Una, Kangra, Hamirpur and Bilaspur district of H.P by employing multistage sampling technique. Self constructed scale for Job satisfaction and School Organizational Climate Questionnaire by Dr. Moti Lal Sharma (1974) were used to collect data. The findings of the study revealed that (1) The majority of teachers i.e. 53.25% were found to have an average level of job satisfaction. Very high level of job satisfaction was reported by 15% teachers whereas 17% of teachers had high level of job satisfaction. Further, 7.5 % teachers were found to have low level of job satisfaction whereas only 7.25% teachers had very low level of job satisfaction (2) There existed no significant difference in job satisfaction of senior secondary school teachers in terms of gender, locale and stream. (4) There existed school to school significant differences in organizational climate of selected senior secondary schools of Himachal Pradesh. (5) There existed significant differences in job satisfaction of senior secondary school teachers in different organizational climates. (6) There existed no significant differences in job satisfaction of senior secondary school teachers in terms of gender, locale and stream across different organizational climates.

**KEYWORDS:** Job Satisfaction, Organizational School Climate

### INTRODUCTION

Society being dynamic in nature is subjected to rapid changes- cultural, economic, philosophical, political, psychological, social, scientific and technological. Development of any society depends upon the dynamic nature of its education system. If the education system is dynamic, futuristic and challenging, it leads to the development of society and vice-versa. Education is a man making process, implies practicing and ensuring transformation of human stuff at various levels of socialization. The process of transformation gets stimulated with the help and support of a teacher. The teacher has a very pivotal role in the transmission of wisdom, knowledge and experience of one generation to another.

Children are the potential wealth of a nation. They are always exposed to the influence of the teacher. It is, therefore, necessary to realize that the Indian society can achieve all-round development with the help of the teacher who acts as a powerful agency in transmitting its cherished values. A teacher can help our country in the process of reconstruction but so far we have not been able to harness this extremely useful manpower. This could be possible if teacher's role is properly acknowledged and he is in proper frame of mind to understand the problems of the country and make a sincere effort to create a climate in which society can move forward. The teacher's appraisal is based on the two basic components of his work life: The work related attitude i.e. work

involvement and intrinsic motivation and work adjustment. These are directly related to the work of the teacher organizational involvements are those attitudes which are more related to organization's conditions which comprise the organizational climate.

### **Concept of Job Satisfaction**

Job satisfaction is a widely accepted psychological aspect of functioning in any profession and is a sum total of positive favorable and pleasant attitude possessed by an employer towards various job factors which helps in general adjustment and satisfaction with his job life. A simple or general way to define it therefore is as an attitudinal variable. Job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector, 1997). The term job satisfaction refers to the attitude and feelings people have about their work. Job satisfaction is indicated by the positive and favorable attitudes towards the job. Negative and unfavorable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006). Job satisfaction involves the overall adjustment to work situation. Attitude is readiness to react towards or against some situation, person or thing in a particular manner. Teachers having favorable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job. .

### **Concept of Organizational Climate**

Organizational climate is the human environment within which the organization's employees perform their jobs. It is the shared and summated perception of employees who work and live in the organization about the policies, procedures and practices of that organization which would influence their work and satisfaction. Climate perceptions become more important because they act upon dominant individual predispositions and behavior of the employee towards the organization. In effect, they attempt to moderate the outcome behaviours and the manners in which employees negotiate the organizational realities as perceived by them. These perceptions have further bearing upon the employee-organization linkages. The dimensions of interaction facilities, willingness to change, student autonomy, feedback of students, instructor's contribution and task concern are also considered as major components of climate in an institution (Hall, 1970). Sharma (1971) reviewing and analyzing the definitions of organizational climate observed that organizational climate may eventually be defined in terms of interactions that take place between organizational members as they fulfill their prescribed roles while satisfying their individual needs. Furthermore, he specified that it is the resulting condition within the school, of school interaction among the teachers and between the teachers and the principal.

### **OBJECTIVES OF THE STUDY**

1. To study the overall and level-wise job satisfaction of senior secondary school teachers.
2. To study the level of job satisfaction of senior secondary school teachers with respect to following demographic variables:
  - (i) Gender
  - (ii) Locale
  - (iii) Stream
3. To classify selected senior secondary schools of Himachal Pradesh into different organizational climates.

4. To study and compare the job satisfaction of senior secondary school teachers in different organizational climates.
5. To study and compare job satisfaction of senior secondary school teachers across different organizational climates with respect to following demographic variables:
  - (i) Gender
  - (ii) Locale
  - (iii) Stream

#### **HYPOTHESES OF THE STUDY**

In pursuance of the objectives of the study stated above, hypotheses were formulated and stated in the null form so they could be tested statistically:

1. There will be no significant difference in job satisfaction of senior secondary school teachers in terms of gender.
2. There will be no significant difference in job satisfaction of senior secondary school teachers in terms of locale.
3. There will be no significant difference in job satisfaction of senior secondary school teachers in terms of stream.
4. There will be no school to school significant differences in organizational climate of selected senior secondary schools of Himachal Pradesh.
5. There will be no significant differences in job satisfaction of senior secondary school teachers in different organizational climates.
6. There will be no significant differences in job satisfaction of senior secondary school teachers in terms of gender across different organizational climates.
7. There will be no significant differences in job satisfaction of senior secondary school teachers in terms of locale across different organizational climates.
8. There will be no significant differences in job satisfaction of senior secondary school teachers in terms of stream across different organizational climates.

**METHODOLOGY:** In the present research ‘descriptive research method’ was employed as the purpose of the research was simply to study the job satisfaction of senior secondary school teachers in relation to organizational climate. In the present study, the sample is comprised of 400 government senior secondary school teachers of Una, Hamirpur, Kangra and Bilaspur District of Himachal Pradesh. The investigator has adopted ‘Multistage Sampling Method’ in selection of sample. The districts have been selected on the basis of their high literacy rates; however the schools were selected on the basis of convenient sampling. The sample of teachers was drawn by cluster sampling method. Under this method, the investigator has chosen all the teachers who are serving and teaching arts and science subjects to +1 and +2 classes in selected government senior secondary schools and collected the desired data by administering Job Satisfaction Scale and School Organizational Climate Descriptive Questionnaire

**TOOLS USED:** The following research tools were administered for data collection.

- Job Satisfaction Scale; developed and standardized by the investigator herself
- School Organizational Climate Descriptive Questionnaire (SOCDDQ) by Dr. Moti Lal Sharma

#### **STATISTICAL TECHNIQUES USED**

In order to achieve the objectives of the study, percentage analysis, descriptive

statistics, namely frequency distributions, central tendency and variability were used to explain job satisfaction of senior secondary school teachers.

't-test' was applied to test significance of mean difference in job satisfaction of senior secondary school teachers and organizational climate in terms of certain demographic variables viz., gender, locale and stream.

## **FINDINGS OF THE STUDY**

On the basis of the results and their interpretations the following conclusions are drawn:

1. The majority of teachers i.e. 53.25% were found to have an average level of job satisfaction. Very high level of job satisfaction was reported by 15% teachers whereas 17% of teachers had high level of job satisfaction. Further, 7.5 % teachers were found to have low level of job satisfaction whereas only 7.25% teachers had very level of job satisfaction.
2. There existed no significant difference in job satisfaction of senior secondary school teachers in terms of gender.
3. There existed no significant difference in job satisfaction of senior secondary school teachers in terms of locale.
4. There existed no significant difference in job satisfaction of senior secondary school teachers in terms of stream.
5. There existed school to school significant differences in organizational climate of selected senior secondary schools of Himachal Pradesh.
6. There existed significant differences in job satisfaction of senior secondary school teachers in different organizational climates.
7. There existed no significant differences in job satisfaction of senior secondary school teachers in terms of gender across different organizational climates.
8. There existed no significant differences in job satisfaction of senior secondary school teachers in terms of locale across different organizational climates.
9. There existed no significant differences in job satisfaction of senior secondary school teachers in terms of stream across different organizational climates.

## **CONCLUSIONS**

Many interesting conclusions have been arrived at through the statistical operations.

The results pertaining to the level of job satisfaction indicate that the majority of teachers i.e. 53.25% had an average level of job satisfaction. 15% of the teachers were reported to have very high level of job satisfaction whereas 17% of teachers had high level of job satisfaction. Further, 7.5 % teachers were found to have low level of job satisfaction whereas only 7.25% teachers had very level of job satisfaction. In the studies of Sharma (2005); Abiodun & Gredebu (2012) greater percentage of teachers was found to be satisfied.

Further, in present study no significant differences were found in teachers' job satisfaction in terms of gender, locale and stream whereas in a study conducted by Ngimbudgi (2009) significant differences were found in teachers' job satisfaction relation to gender, age and location; Female teachers were found more satisfied than male teachers in the study of Rathore & Verma (2006); & Malik (2011) whereas no significant gender differences in job satisfaction was reported in the study of Lal & Singh (2012).

The results indicated that all categories of climate were prevalent in the senior secondary schools of Una, Hamirpur, Kangra and Bilaspur District of Himachal Pradesh. The number of senior secondary schools with closed and controlled climate were maximum, the familiar climate type schools ranked second and the number of school with open climate was minimum. The result of the present study can be compared with some of the previous studies. The open climate was predominating only in the small number of studies done by Natarajan (2001) & Natarajan & Dandapani (2004) but the closed was predominant in large number of studies done by Jani (1993) & Darji (1995). Thus, in the majority number of Indian studies on organizational climate, top manifestation of the closed climate was found to a great extent than that of the openness. The same trend is followed in the present study.

Results pertaining to the teachers' job satisfaction in different organizational climates exhibit that teachers working in 'familiar' climate have more satisfaction than any other type of climate. The 'paternal' climate seems to be detrimental to the job satisfaction of the teachers. In spite of the similarities of the sampled schools in terms of emoluments, avenues for promotion, security of service and working conditions, these schools with different types of climate differed in respect of the overall job satisfaction of the teachers. Teachers' overall job satisfaction was higher in 'familiar', 'open' and 'autonomous' climates than in 'controlled', 'paternal' and 'closed' climate schools. This may be due to the conspicuously friendly behaviour of both the principal and the teachers. Everyone is a part of large happy family. The satisfaction of 'social needs' of teachers is extremely high. This type of congenial environment perhaps motivates the teachers to involve themselves wholeheartedly in the institutional activities and perceive the job in a more positive perspective. These behavioural characteristics may not be present to the extent in the 'paternal' climate schools. Hence job satisfaction of the teachers is comparatively lower in the schools with 'paternal' climate schools. But it is difficult to explain why the schools with 'autonomous' climate have not been able to contribute to a higher level of job satisfaction of the teacher.

#### **EDUCATIONAL IMPLICATIONS**

The findings of the study are suggestive of the fact that senior secondary school teachers have high level of job satisfaction in open, autonomous and familiar types of organizational climate. Hence some implications may be laid down in the light of these findings:

1. Educational planners and administrators are required to pay attention to the intrinsic and extrinsic factors of job satisfaction so that lack of job satisfaction may not take place among teachers.
2. The Heads of the schools should help in improving the level of job satisfaction of teachers as well as school organizational climate. They must diagnose the causes, if any, of poor school organizational climate and make efforts to provide healthy and congenial environment, thereby enabling the teaching profession to grow to the maximum.
3. All educational settings should be contextual for positive socialization, strengthen the abilities of teachers to work effectively.
4. No doubt, gender differences did not emerge in job satisfaction among teachers, still there is felt need to provide more security to female teachers since they are more engaged in family obligations.

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