

## Organizational Climate as a Determinant of Job Satisfaction

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### Abstract

The present study explores that whether Organizational Climate makes a difference on Job Satisfaction. A sample consisting of 100 teacher were taken from the schools of Ludhiana district including males and females teachers (50 each). Data was collected with the help of Job Satisfaction Scale for primary and secondary teachers (DJSS) by Dixit (1993) was used to study Job Satisfaction of teachers. Organizational Climate Inventory (OCI Form) by Chattopadhyaya and Aggarwal (1988) was used to study Organizational Climate of the schools. On statistical analysis, results clearly indicated that there a significant relationship between Job Satisfaction and Organizational Climate. The study will be of immense help to the teachers, parents and educational administrators Job Satisfaction as it will enable them to make arrangements for better environment for enhancing their competence which will in turn help the teacher in their future life.

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

**Introduction-**In educational process, a good and effective teacher occupies a place of tremendous importance. In the present day system of high sophistication and specialization, there is an unprecedented demand for effective teacher to lead the multitudes of school children on the path of enrichment and progress. But unless the teachers on job are satisfied, the school organizations cannot deliver the goods that are expected of them because high degree of job satisfaction among its members is just like backbone of this profession. Hence, job satisfaction among the teachers is of great value.

**Job Satisfaction-** Job satisfaction may be understood as a positive emotional state resulting from the appraisal of one's job experience. In other words, Job Satisfaction refers to the inner contentment or happiness for the person engaged in any job. In the words of Dr. Meera Dixit (1993) has visualized the Job Satisfaction as an outcome of intrinsic aspect of the job, salary, promotional avenues, service conditions, physical facilities, institutional plans and policies, satisfaction with authorities, social status, family welfare, rapport with students and relationship with co-workers. Among all these determinants of job satisfaction, organizational climate has been emerged out to be a potential determinant of job satisfaction in recent years.

**Organizational Climate-**The term Organizational climate for a long time has been used imprecisely, but increasing interest of the researchers in the area has given it a more precise meaning. Chattopadhyaya and Aggarwal (1988) have visualised Organizational climate as an outcome of communication flow, performance standard, support system, warmth, responsibility, rewards system, member identity problem, conflict resolution, participation in decision making, organizational structure and the level of motivation, which they have taken as dimensions of organizational climate.

### **Review of related literature-**

Monika (1997) found that organizational climate of govt. schools is better than organizational climate of private schools. Kaur (1999) found in her study that there exists a significant relationship between job satisfaction and personality traits of Navodaya Vidyalaya teachers. In her study Kapoor (1999) found that there exists significant difference in the job satisfaction of Navodaya Vidyalaya and traditional school teachers.

**Need and justification of the problem-**The whole advancement of our civilization is based on advancement of our education. For the qualitative improvement of education there is need of healthy organizational climate in the schools. It is considered that organizational climate is significantly related to the efficiency of the school, meaning thereby the schools which have good organizational climate should achieve higher. A healthy school environment continuously strives to bring satisfaction among its members, teachers and non teaching staff. A well satisfied teacher can teach effectively in the class room and provide a better quality of environment to make the school a challenging and interesting learning centre for the students. The high degree of job satisfaction among its members is just like the backbone of this profession. In this context it becomes necessary to explore this field.

### **Objectives of the study**

1. To study the Job Satisfaction of the teachers.
2. To study the Organizational Climate of the schools.
3. To find out the relationship between job satisfaction of the teachers and various dimensions of organizational climate.

### **Hypothesis**

There exists a significant relationship between job satisfaction of teachers and various dimensions of organizational climate of schools.

### **Delimitations of the study**

1. The present study was limited to 100 teachers i.e. 50 male teachers and female teachers.
2. The study was restricted to schools of Ludhiana city only.
3. The study was restricted to secondary school teachers only.
4. The study delimited the impact of organizational climate on the job satisfaction of the teachers.

### **Sample of the study-**

The sample for the present study consists of 100 secondary school teachers (50 male and 50 female) selected randomly from Ludhiana city.

### **Tools used-**

1. Job satisfaction scale by Dixit (1993)
2. Organizational Climate Inventoty (form B) by Chattopadhyay and Aggarwal.(1988)

**Result and Discussion-** In order to screen the data for meaningful purpose and to test the hypotheses, the data was analyzed with the help of various statistical techniques.

- (i) Description of the scores presented in terms of the mean, standard deviation, skewness and kurtosis to find out the normality of the data.
- (ii) Coefficient of correlation was used to find out the relationship between job satisfaction of teachers and various dimensions of organizational climate of schools.

**Table 1: Showing Descriptive Statistics of scores of teachers on the variable of Job Satisfaction (N = 100)**

Group	Mean	Median	S.D.	Skewness	Kurtosis
Teacher trainees	154	160.34	27.089	0.118	2.50

The values of mean and median of the scores of the variable of Job Satisfaction of teacher trainees as 154 and 160.34 respectively. The values of skewness and kurtosis in case of teachers are 0.118 and 2.50 respectively showing the distribution as negatively skewed and leptokurtic. But these distortions are quite small. Therefore the distributions can be taken as normal.

**Table 2: Showing Descriptive Statistics of scores of teachers on the variable of Organizational Climate (N = 100)**

Group	Mean	Median	S.D.	Skewness	Kurtosis
Teacher trainees	22.35	22.48	3.7699	-0.1137	0.236

The values of mean and median of the scores of the variable of Job Satisfaction of teacher trainees as 22.35 and 22.48 respectively. As these two are very close to each other which reveals that distribution is close to the normal. The values of Skewness and Kurtosis in case of teachers are -0.113 and 0.236 respectively showing the distribution as negatively skewed and leptokurtic. But these distortions are quite small. Therefore the distributions can be taken as normal.

**Table 3: Co-efficient of correlation-**For the present study the co-efficient of correlation has been calculated for the variables of Job Satisfaction and various dimensions of Organizational Climate with the purpose to see to what extent these two variables are correlated.

S.No.	Dimensions of Organizational Climate	Value of 'r'	Level of significance
1	Performance Standard	0.004	Not significant at both levels i.e. 0.01 and 0.05
2	Communication Flow	0.739	Significant at both levels i.e. 0.01 and 0.05
3	Reward System	0.841	Significant at both levels i.e. 0.01 and 0.05
4	Responsibility	0.636	Significant at both levels i.e. 0.01 and 0.05
5	Conflict Resolution	0.098	Not significant at both levels

			i.e. 0.01 and 0.05
6	Organizational Structure	0.716	Significant at both levels i.e. 0.01 and 0.05
7	Motivation Level	0.391	Significant at both levels i.e. 0.01 and 0.05
8	Decision Making Process	0.870	Significant at both levels i.e. 0.01 and 0.05
9	Support System	0.713	Significant at both levels i.e. 0.01 and 0.05
10	Warmth	0.683	Significant at both levels i.e. 0.01 and 0.05
11	Identity Problem	0.745	Significant at both levels i.e. 0.01 and 0.05

From the above tables findings it is inferred that there is significant relationship between Job Satisfaction and various dimensions of Organizational Climate i.e. communication flow, reward system, responsibility, organizational structure, motivational level, decision making process, support system, warmth and identity problem. On the other hand non-significant relationship exists between Job Satisfaction and two dimensions of Organizational Climate i.e. performance standards and conflict resolution. This means that out of eleven relationships nine correlations were found to be significant. Hence the hypothesis, 'There exists a significant relationship between Job Satisfaction and different dimensions of Organizational Climate of schools' is accepted. The results are also supported by the studies of Castro and Martins (2010)

**Educational Implications of the Study** -The results of the present study reveal that there is a significant relationship between job satisfaction and various dimensions of organizational climate. So, on the basis of results it was felt that the present study will help government, educationists, policy makers, planners and organizational managements to understand the importance of satisfied teachers and good and congenial organizational climate, because there is no denying the fact that teachers are nation builders and educational institutions are the fountain head of all that goes to make foundation of a nation stronger So for raising the standard of education and smooth running of education process such environment is the need of the hour. As it is well that education is based on three poles students, teachers and environment. So we will have to focus on the organizational climate if we want to make give education a real meaning.

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