

Job Satisfaction of School Teachers of Different Streams in Relation to Organizational Climate

Deepak Kumar¹, Dr. Namesh Kumar², Dr. Jasvir Kaur³

¹Research Scholar, Department of Education, CT University Ludhiana (Punjab), India

²Professor, Department of Education, CT University Ludhiana (Punjab), India

³Assistant Professor, G.H.G. Khalsa College of Education, Gurusar, Sadhar, Ludhiana, (Punjab), India

Abstract: The present study was conducted to study the job satisfaction of school teachers of different stream in relation to organizational climate in the COVID-19 situation. The sample of study comprised of 200 secondary school teachers (100 arts and 100 science) selected randomly from two districts of state Punjab, India giving fairly equal representation to gender and locale. Teacher's job satisfaction scale by Madan and Malik(2019), organizational climate scale for teachers by Singh(2015) were used to collect data. The result of the study revealed high positive correlation between Job satisfaction and organizational climate for both arts and science teachers.

Key words: Job Satisfaction, Organizational Climate, School Teachers, Stream.

1. INTRODUCTION

The function of the teacher is crucial in social reconstruction and the transmission of wisdom, information, and experiences from one generation to the next. Students are important as they are potential wealth of our country. They are constantly exposed to the teacher's information. As a result, it is critical to recognize that the emerging Indian society may attain all round growth and development with the support of teachers who serves as a powerful agency in transmitting the knowledge and information to the next generation. "Education is the investment for national development which depends upon quality citizenship which is provided by quality education and quality of education is the result of quality of teachers" [1]. An educated individual is the one who must be able to contribute to the economic and the social development of the society as well as the country. The true goal of education transcends much beyond awarding the degrees and certificates to the students. Education is not a tool to earn the livelihood but it is way to liberate the minds and soul of an individual.

2. JOB SATISFACTION

Job satisfaction refers to a person's sense of happiness or accomplishment in his or her work. The ratio of what we have to what we want determines our level of satisfaction. Age, sex, income, length of service, tenure, working conditions, job security, and social position are all factors. Job satisfaction is defined as the amount to which an individual's requirements are met and how that fulfillment is perceived, hence it can be argued that job satisfaction is a generalized attribute in an individual. As a result, job satisfaction can be characterized in terms of human needs and the sources of these needs in the environment. Job satisfaction is an attitude which results from a balanced summation of many positive and negative experiences in connection with the job. It expresses the extent of match between employee's expectations of the job and rewards that the job provides.

Job satisfaction was mainly classified into two areas-(i) Intrinsic Factors. (ii) Extrinsic Factors. There is other way to classify Job satisfaction also that is – (i) Organizational Factors, (ii) Work Environment Factors, (iii) Work Itself, (iv) Personal Factors.

Job satisfaction is defined as "any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job" [2]. Job satisfaction is a "affective orientations on the part of individuals toward work roles which they are presently occupying [3]. Job satisfaction can be described as the way employees feel about their job and different aspects of their jobs [4].

3. ORGANIZATIONAL CLIMATE

An organization is a special type of group in which members have a variety of responsibilities in order to complete the group's task. As a result, it is a branch of administration concerned with the systematic planning and coordination of activities for a specific purpose. It is the human environment in which employees of a company carry out their duties. It

may be extended from the environment within a unit or the entire organization. It has a direct bearing on the quality or functions of an environment.

3.1 School Organizational Climate

School organizational climate can be defined as ‘the result of various environmental factors prevailing in a school. It consists of all those human and physical factors which are made available in a properly organized manner for attaining the desired end results.’ The term school organizational climate has been variously understood in many ways such as ‘the feel’, ‘the atmosphere’, ‘the environment’, ‘the condition prevails’ and ‘the tone of the institution’. The concept of School organizational climate has been defined in many ways.

“School climate is the relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schools”[5].

Open climate refers to an environment in which teachers obtain social needs satisfaction as well as job satisfaction and enjoy a sense of accomplishment in their job. The group enjoys a high degree of integration and authenticity of behavior.

Closed Climate is characterized by a high degree of apathy on part of all members of the organization. This climate lacks authenticity of behavior.

4. REVIEW OF LITERATURE

Significant positive relationship between job satisfaction and organizational climate was reported by Sofianos (2005); Brown (2008); Castro and Martins (2010); Pangilet. al. (2011); and Niafard and Heidarei (2016). Whereas Rani and Rani (2014), Bala (2015) reported no signification between job satisfaction and organizational climate.

5. OBJECTIVES

- 1 To investigate the significance of relationship between job satisfaction and organizational climate of school teachers.
- 2 To investigate the significance of relationship between job satisfaction and organizational climate of Science school teachers.
- 3 To investigate the significance of relationship between job satisfaction and organizational climate of Arts school teachers.

6. HYPOTHESES

- 1 There is no significant relationship between job satisfaction and organizational climate of school teachers.
- 2 There is no significant relationship between job satisfaction and organizational climate of Science school teachers.
- 3 There is no significant relationship between job satisfaction and organizational climate of Arts school teachers.

7. SAMPLE

Three stage random sampling technique used to select sample from the defined population. In the 1st stage two districts will be selected randomly from Punjab state of India. In the 2nd stage 20 schools from each district will be selected randomly from both rural and urban areas. In the 3rd stage 200 teachers having more than 5 year of regular teaching experience will be selected from selected schools giving fairly equal representation to gender and locale.

7.1 Tools

- a) Teacher’s Job Satisfaction Scale (TJSS) by Madan and Malik (2019) adapted by the investigator in the light of present situation.
- b) Organizational Climate Scale for Teachers (OCST) by Singh (2015)

8. RESULT

To investigate the significance of relationship between job satisfaction and organizational climate for arts, science and total school teachers Pearson’s coefficient of correlation was worked out and the values are given in tables 1, 2, and 3 below:

Table 1: Relationship between Job satisfaction and Organizational Climate of School Teachers (N=200)

Sr. No	Variables	r
1	Job Satisfaction	0.50*
2	Organizational climate	

* Significant at 0.01 level of significance

Table 1 show that the value of correlation between job satisfaction and organizational climate of school teachers is 0.50 which is significant ($p < 0.01$). Hypothesis 1 which states that “There is no significant relationship between job satisfaction and organizational climate of school teachers” is thus rejected. This finding is well supported by the studies conducted by Sofianos (2005); Brown (2008); Castro and Martins (2010); Pangilet. al. (2011); and Niafard and Heidarei (2016).

Table 2: Relationship between Job satisfaction and Organizational Climate of Science School Teachers (N=100)

Sr. No	Variables	r
1	Job Satisfaction	0.52*
2	Organizational climate	

* Significant at 0.01 level of significance

Table 2 show that the value of correlation between job satisfaction and organizational climate of science school teachers is 0.52 which is significant ($p < 0.01$). Hypothesis 2 which states that “There is no significant relationship between job satisfaction and organizational climate of Science school teachers.” is thus rejected. This finding is in line with the studies conducted by Sofianos (2005); Brown (2008); Castro and Martins (2010); Pangilet. al. (2011); and Niafard and Heidarei (2016).

Table 3: Relationship between Job satisfaction and Organizational Climate of Arts School Teachers (N=100)

Sr. No	Variables	r
1	Job Satisfaction	0.51*
2	Organizational climate	

* Significant at 0.01 level of significance

Table 3 show that the value of correlation between job satisfaction and organizational climate of arts school teachers is 0.52 which is significant ($p < 0.01$). Hypothesis 2 which states that “There is no significant relationship between job satisfaction and organizational climate of Science school teachers.” is thus rejected. This finding is in line with the studies conducted by Sofianos (2005); Brown (2008); Castro and Martins (2010); Pangilet. al. (2011); and Niafard and Heidarei (2016)

9. EDUCATIONAL IMPLICATIONS

As the results of present study reveal high positive correlation between job satisfaction and organizational climate for both arts and science teachers as well total teachers. To improve job satisfaction of teachers we need to create good organizational climate in schools. Principals and authorities are advised to appreciate the efforts of teachers in the COVID-19 situation and provide them supportive environment in the schools.

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