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## JOB SATISFACTION OF TEACHER EDUCATORS IN RELATION TO THEIR ORGANIZATIONAL CULTURE



Neelu Verma<sup>1</sup> and Shefali Pandya<sup>2</sup>

### INTRODUCTION :

The job satisfaction of teacher educators occupies a prime place in the teacher preparation context. On one hand, it helps in retaining them and on the other hand it raises their performance level, thereby helping produce effective teachers for tomorrow. The relevance of job satisfaction is also crucial in the long-term growth of any educational system around the world. It is as important as professional knowledge and skills, educational resources and strategies and core competencies required for success of a teacher and an educational institution.

Extensive research has proved that job satisfaction does not happen in isolation, and it is dependent on organizational

### ABSTRACT

*Job satisfaction is increasingly becoming important in the workplace. Employers now recognize that the 'happier' their employees are, the better will be their attitudes towards the work, the higher their motivation and the better will be their performance. Job satisfaction in any field of work depends a lot on how conducive the work environment is. The work itself, the pay and the scope for promotion are only some of the factors which have an impact on job satisfaction. Supportive organizational culture may raise the level of job satisfaction of teacher educators and satisfied teacher educators may prepare effective teachers who in turn may produce healthy, satisfied and creative minds in the schools. The present study focuses on organizational culture as an antecedent of job satisfaction of teacher educators in B.Ed. colleges. The study was conducted on a sample of 214 teacher educators teaching in B.Ed. colleges affiliated to the University of Mumbai. The study adopted the descriptive method of the correlational type. The results of data analysis exhibit that there is a positive and strong relationship between total job satisfaction of teacher educators with their total organizational culture. Thus, more conducive the organizational culture, higher is likely to be the job satisfaction of teacher educators. It was also found that among the organizational culture dimensions, consistency, adaptability and mission are the antecedents with the biggest effect on organizational commitment. Another culture dimension, involvement, shows negative influence on job satisfaction of teacher educators.*

**KEYWORDS :** Organizational culture, job satisfaction, teacher educators.

### SHORT PROFILE

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variables such as structure, size, pay, working conditions and leadership, and organizational climate and culture (Schneider & Snyder, 1975; Hellriegel & Slocum, 1974; Kerego & Mthupha, 1997; Peterson, 1995; Belas, D., & Koustelios, A. 2014). Taber (1975), Jiang and Klen (2000), McKinnon (2003), Navaie-Waliser (2004), Rad (2006), Arnold (2006), Chang and Lee (2007), and Mansoor and Tayib (2010)

"Educators' job satisfaction is important as it has a direct impact on students' achievement and their future career." (Pitkoff, 1993). A teacher educator who is unsatisfied with his/her job tends to be annoyed and more likely to escape from his/her

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responsibilities. Such teacher educators usually show discomfort in matters pertaining to training of teachers and this obviously has a negative impact on the quality of upcoming teachers.

According to Paul Spector, "Job satisfaction is the most frequently studied variable in organizational research" (Spector, 1997). Job satisfaction was proved to be an important construct in emotional and psychological employees' well-being (Klassen, Usher & Bong, 2010). It is a significant element related to good organizational functioning as well (Murphy, Athanasou & King, 2002).

Locke (1976, p.1300) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Schneider and Snyder (1975, p.318) on the other hand defined job satisfaction as a personal evaluation of conditions present in the job, or outcomes that arise as a result of having a job. Job satisfaction thus, has to do with an individual's perception and evaluation of his job, and this perception is influenced by the person's unique circumstances like needs, values and expectations.

Organizational culture, on the other hand, has been extensively studied and has been frequently identified with the study of individuals and groups within an organization. The interaction of people within an organization depicts the cultural orientation of that organization. Culture is heavily influenced by the people who work in the organization. Individuals differ from one another, but it is the collective effort of all employees that plays a vital role in determining the culture of organizations.

The question of why culture is important for the organizations has been answered by researchers and a vast theory is available on it. Many researchers suggest that an organization's culture develops to help it cope with its environment. Leaders and managers have to deal with many complex issues during their attempts to generate organizational achievement in the changing global environment. An organization's

success depends on understanding organizational culture. Culture is viewed as an intangible strength having widespread consequences.

Organizational culture has assumed considerable importance in the 21st century, because of its impact on job satisfaction of the employees. It is the imperative of every organization to understand its own dynamic culture so that leaders may capitalize on the insights generated by the cultural perspective to wield greater control over their organizations and work towards the betterment of the employees.

### RATIONALE OF THE STUDY

Job satisfaction is of utmost importance for employees to remain happy and also deliver their level best. Satisfied employees are the ones who are extremely loyal towards their organization and stick to it even in the worst scenario. They do not work out of any compulsion but because they dream of taking their organization to a new level. Employees need to be passionate towards their work and passion comes only when employees are satisfied with their job and organization on the whole. If teacher educators are satisfied with their jobs, it will lead to a positive ambience in their institution. They will seldom crib or complain and concentrate more on their work.

Another benefit of job satisfaction is that individuals hardly think of leaving their current jobs. Job satisfaction in a way is essential for employee retention as well. Colleges need to retain deserving and talented teacher educators for guaranteed success in preparation of effective teachers. Experienced teacher educators are also essential for institutions to guide freshers or individuals who have just joined. Satisfied teacher educators tend to adjust more and handle pressure with ease as compared to frustrated ones.

With this view, the researcher felt the need to study the job satisfaction of teacher educators in relation to their organizational

culture.

### Statement of the Problem

Job Satisfaction of Teacher Educators in Relation to their Organizational Culture

### Definition of the Terms:

**Organizational Culture:** Denison (1990) has defined organizational culture as, "a code, a logic and a system of structured behaviors and meaning, that have stood the test of time and serve as a collective guide to future adaptation and survival."

**Involvement:** It is the characteristic that helps in building human capability, ownership and responsibility and is measured in terms of empowerment, team orientation and capability development.

**Consistency:** It is the characteristic that provides a central source of integration, coordination and control. It defines the values and systems that are the basis of a strong culture and is measured in terms of coordination and integration, agreement and core values.

**Adaptability:** It refers to a system of norms and beliefs that support the organization's capacity to receive, interpret and translate signals from its environment into internal behavioural changes that increase its chances of survival, growth and development and is measured in terms of creating change, customer focus and organizational learning.

**Mission:** It is the characteristic that defines a meaningful long-term direction for the organization providing a clear purpose and goals that serve to define an appropriate course of action for the organization and its members and is measured in terms of strategic direction and intent, goals and objectives and vision.

### Job Satisfaction

Paul Spector describes job satisfaction as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1985; Spector, 1997). He has described 9 dimensions of

job satisfaction, viz., Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating conditions, Coworkers, Nature of work and Communication.

### Aim of the Study

To study job satisfaction of teacher educators in relation to their organizational culture

### Research Hypotheses

1. There is a significant relationship of job satisfaction of teacher educators with their total organizational culture.

2. There is a significant combined relationship of job satisfaction of teacher educators with the following dimensions of organizational culture:

(a) Involvement (In)

(b) Consistency (Cn)

(c) Adaptability (Ad)

(d) Mission (Mn)

### Methodology of the Study

The descriptive survey method of the correlational type has been adopted in the present research.

### Sample Size and Sampling Techniques

The statistical population in this research included teacher educators working in B.Ed. colleges affiliated to University of Mumbai. The sample size selected from the population based on a formula of limited population was 214 and sampling method was random. In this method, all samples have equal probability of selection.

The study has adopted a three-stage sampling technique for selecting the sample. At the first stage, B.Ed. colleges situated in South, North and central Mumbai were selected using stratified sampling technique. At the second stage, B.Ed. colleges were selected as per their type of management, namely, private-aided, private-unaided and government colleges using stratified sampling technique. At the third stage,

teacher educators were selected from these colleges using simple random sampling technique.

**Data Collection Tools**

The following tools were used by the researcher:

1. Organizational Culture Survey (Denison, 1990): It comprised of a total of 60 items. It has 4 dimensions and 3 sub-dimensions in each category which makes it a total of 12 areas. The tool had to be responded on a 5-point Likert scale from "strongly disagree" to "strongly agree". Its dimensions include (a) Involvement (Empowerment, Team Orientation and Capability Development), (b) Adaptability (Creating Change, Customer Focus and Organizational Learning), (c) Consistency (Core Values, Agreement, Co-ordination/Integration) and (d) Mission (Strategic Direction and Intent, Goals and Objectives and Vision).

**2. Job Satisfaction Survey (Paul Spector, 1985):**

The Job Satisfaction Survey, JSS is a 36 item, nine facet scale to assess employee satisfaction with the job. Each facet is assessed with four items, and a total score is computed from all items. A rating scale format is used, with six choices per item ranging from "strongly disagree" to "strongly agree". Items are written in both directions, so about half are reverse scored. The nine facets are Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards (performance based rewards), Operating Procedures (required rules and procedures), Coworkers, Nature of Work, and Communication.

**Data Analysis**

In order to analyze the data statistically, the following null hypotheses have been formulated:

1. There is no significant relationship of total job satisfaction (TJS) of teacher educators with their total organizational culture.
2. There is no significant combined relationship of total job satisfaction of teacher educators with

the following dimensions of organizational culture (OC):

- (a) Involvement (In)
- (b) Consistency (Cn)
- (c) Adaptability (Ad)
- (d) Mission (Mn)

1. The first null hypothesis was tested using Pearson's r. The obtained r was found to be 0.6877

which is significant ( $P = < 0.0001$ ) for  $df = 212$  rendering the null hypothesis untenable. It may be concluded that there is a positive and strong relationship between total job satisfaction of teacher educators with their total organizational culture. Thus, more conducive the organizational culture, higher is likely to be the job satisfaction of teacher educators.

2. The second null hypothesis was tested using multiple correlation.

The following table shows the correlation coefficients of TJS with the In, Cn, Ad and Mn dimensions of OC.

**Table 1: Correlation coefficients of TJS with the dimensions of OC**

	In	Cn	Ad	Mn	TJS
In	1	0.774	0.775	0.756	0.571
Cn	0.774	1	0.805	0.771	0.63
Ad	0.775	0.805	1	0.816	0.669
Mn	0.756	0.771	0.816	1	0.644
TJS	0.571	0.63	0.669	0.644	1

The following table shows the regression coefficients of the TJS and dimensions of OC.

**Table 2: Regression coefficients of the variables**

	b		r	x r <sub>xy</sub>	Variance
In	-0.0329	-0.0104	0.571	-0.006	0.6
Cn	0.6004	0.188	0.63	0.1184	11.84
Ad	1.015	0.3367	0.669	0.2253	22.53
Mn	0.6615	0.2319	0.644	0.1493	14.93
<b>Multiple R<sup>2</sup> = 0.487</b>					
<b>Total Variance Explained = 48.7%</b>					

From the preceding table, it is seen that the multiple correlation of job satisfaction with

the dimensions of organizational culture was found to be 0.487 which is significant at .01 level. Hence the null hypothesis is rejected. It is seen that the multiple R of Total Organizational Commitment with In, Cn, Ad and Mn is 0.698. This correlation is moderate in magnitude.

This implies that 48.7% of the variance in job satisfaction is associated with In (0.6%), Cn (11.84%), Ad (22.53%) and Mn (14.93%).

### CONCLUSION

Thus, it can be concluded that nearly half, i.e. 48.7% of the variance in job satisfaction is associated with the various dimensions of organizational culture. The remaining 51.3% variance in job satisfaction can be attributed to other factors such as, organizational commitment, self efficacy of teacher educators, job stress, etc., which are not included in the study.

### DISCUSSION

An analysis of the results pertaining to hypothesis 1 suggests that organizational culture is an antecedent of job satisfaction of teacher educators. It indicates that if organizational culture is favorable and constructive, it will lead to higher job satisfaction among teacher educators.

The results of hypothesis 2 indicate that there is a significant combined relationship of total job satisfaction of teacher educators with the dimensions of organizational culture. Consistency, Adaptability and Mission contribute significantly to the variance in job satisfaction. In other words, among the organizational culture dimensions, consistency, adaptability and mission are the antecedents with the biggest effect on job satisfaction. However, another culture dimension, involvement has negative influence on the satisfaction level of teacher educators.

The study reveals that empowerment, team orientation and capability development (involvement) do not contribute to the job

satisfaction of teacher educators. What matters more to raise their levels of satisfaction are the characteristics related to the other three dimensions, viz., consistency, adaptability and mission. These characteristics include core values, agreement, coordination and integration with the colleagues (consistency), creating change, customer focus and organizational learning (adaptability) and strategic direction and intent, goals and objectives and vision (mission). These characteristics generally induce a sense of happiness and satisfaction in the teacher educators which leads to increased level of satisfaction among the teacher educators.

It can also be inferred that if the principal initiates change with cooperation and consensus of teacher educators, it will lead to better job satisfaction among them. New and improved ways of doing work should be adopted with flexibility in their execution in order to have better satisfaction levels among the teacher educators. The inputs given by student teachers in teacher training institutions should be taken positively and their wants and needs should be addressed at regular intervals. This will lead to direct contact of student teachers with the teacher educators and in turn increase their satisfaction levels.

If there is a clear strategic direction shown to the teacher educators and if the short-term demands of the institution are met with, without compromising on the long-term vision, it may also lead to higher job satisfaction. The principal should also ensure that there is a clear strategy for the future and that the vision creates excitement and motivation for all teacher educators. A clear mission that gives direction and meaning to the work done by the faculty should be promoted. Goals should be realistic and not very ambitious.

However, if the teacher educators are involved too much in work, without cooperation from their colleagues, job satisfaction may diminish. If the principal promotes individual

culture in the institution, the teacher educators may take competitive advantage and fallout in teamwork may lead to lower job satisfaction levels.

The current study reinforces the need for teacher education institutions to continuously invest in programs and processes which target organizational culture in a way that the satisfaction level of the staff members is improved. Improving job satisfaction will help them to deliver constant quality in teacher preparation, thereby producing effective and efficient teachers of tomorrow.

The study indicated the importance of organizational culture for increasing and promoting job satisfaction. A favorable organizational culture leads to increase of job satisfaction of employees. Organizational culture is the key to understand and influence job satisfaction in teacher educators and is important for the purpose of teacher preparation. In fact, "organizational culture is central to any activity in the organization." (Singh, 2007).

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