

Vol 5 Issue 5 Feb 2016

ISSN No : 2249-894X

---

*Monthly Multidisciplinary  
Research Journal*

*Review Of  
Research Journal*

Chief Editors

---

**Ashok Yakkaldevi**  
A R Burla College, India

**Flávio de São Pedro Filho**  
Federal University of Rondonia, Brazil

**Ecaterina Patrascu**  
Spiru Haret University, Bucharest

**Kamani Perera**  
Regional Centre For Strategic Studies,  
Sri Lanka

## Welcome to Review Of Research

**RNI MAHMUL/2011/38595**

**ISSN No.2249-894X**

Review Of Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

### Regional Editor

Manichander Thammishetty  
Ph.d Research Scholar, Faculty of Education IASE, Osmania University, Hyderabad.

### Advisory Board

Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Delia Serbescu Spiru Haret University, Bucharest, Romania	Mabel Miao Center for China and Globalization, China
Ecaterina Patrascu Spiru Haret University, Bucharest	Xiaohua Yang University of San Francisco, San Francisco	Ruth Wolf University Walla, Israel
Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Karina Xavier Massachusetts Institute of Technology (MIT), USA	Jie Hao University of Sydney, Australia
Anna Maria Constantinovici AL. I. Cuza University, Romania	May Hongmei Gao Kennesaw State University, USA	Pei-Shan Kao Andrea University of Essex, United Kingdom
Romona Mihaila Spiru Haret University, Romania	Marc Fetscherin Rollins College, USA	Loredana Bosca Spiru Haret University, Romania
	Liu Chen Beijing Foreign Studies University, China	Ilie Pintea Spiru Haret University, Romania
Mahdi Moharrampour Islamic Azad University buinzahra Branch, Qazvin, Iran	Nimita Khanna Director, Isara Institute of Management, New Delhi	Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai
Titus Pop PhD, Partium Christian University, Oradea, Romania	Salve R. N. Department of Sociology, Shivaji University, Kolhapur	Sonal Singh Vikram University, Ujjain
J. K. VIJAYAKUMAR King Abdullah University of Science & Technology, Saudi Arabia.	P. Malyadri Government Degree College, Tandur, A.P.	Jayashree Patil-Dake MBA Department of Badruka College Commerce and Arts Post Graduate Centre (BCCAPGC), Kachiguda, Hyderabad
George - Calin SERITAN Postdoctoral Researcher Faculty of Philosophy and Socio-Political Sciences Al. I. Cuza University, Iasi	S. D. Sindkhedkar PSGVP Mandal's Arts, Science and Commerce College, Shahada [ M.S. ]	Maj. Dr. S. Bakhtiar Choudhary Director, Hyderabad AP India.
REZA KAFIPOUR Shiraz University of Medical Sciences Shiraz, Iran	Anurag Misra DBS College, Kanpur	AR. SARAVANAKUMARALAGAPPA UNIVERSITY, KARAIKUDI, TN
Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur	C. D. Balaji Panimalar Engineering College, Chennai	V.MAHALAKSHMI Dean, Panimalar Engineering College
	Bhavana vivek patole PhD, Elphinstone college mumbai-32	S.KANNAN Ph.D , Annamalai University
	Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust), Meerut (U.P.)	Kanwar Dinesh Singh Dept.English, Government Postgraduate College , solan

More.....

Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India  
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.ror.isrj.org

# Review of Research

International Online Multidisciplinary Journal

ISSN: 2249-894X

Impact Factor : 3.1402(UIF)

Volume - 5 | Issue - 5 | Feb - 2016



## THE RELATIONSHIP BETWEEN WORK CULTURE AND JOB SATISFACTION RELATED TO TEACHER EDUCATORS WORKING IN SOLAPUR DISTRICT.



Jadal M. M.

Head, Department of Education, Karmaveer Bhaurao Patil Mahavidyalaya,  
Pandharpur, Dist.-Solapur, Maharashtra.

### ABSTRACT :

Work culture influences the performance of the institution. The personalities and experiences of teacher educators create culture. Persistence, discipline, employee involvement kindness and understanding, organizational developmental work and training changes the culture. Job satisfaction is a reaction to the job which represents the feelings of individuals about how happy or unhappy he/she is. In the present study, an attempt is made to assess the work culture and level of job satisfaction of teacher educators in Solapur District. It also aims at studying the relationship between work culture and job satisfaction. Data was obtained from 120 teacher educators of 14 B. Ed colleges of Solapur

District. The participants responded to the work culture questionnaire developed by the investigator and job satisfaction scale developed by Y. Mugal, I.S. Mahar and Bhatiya. One way ANOVA and 't' test was employed to find out the significance of difference between the teacher educators with respect to work culture and job stress.

**KEYWORDS :** *Job satisfaction, Teacher educators,*

### INTRODUCTION :

Dedicated work is considered a positive virtue and is described by such positive terms as industrious, diligent, preserving and willing to take initiative and devoted to one's occupation. Teacher educators should possess these qualities and should take pride in their work and perform their jobs effectively. Teacher educators who believe that work is important and who take pride in their work are expected to possess job satisfaction and have a strong work culture.

**Work Culture :-** Educational institutions should nurture creativity, provide excellent motivation to every individual to put in his best performance in an enthusiastic and charged up environment that any



fear of failure. The work culture prevailing in the institution has great role in improving the status of the institution as well as the individuals. The institution must provide a work culture makes that every individual feel a part of the organization and therefore, more loyal to the organization. They must be given an opportunity to take part in decision making and implementation of the plans, which in turn improves the overall performance of the institution.

**Characteristics of strong work culture:-** Role of teacher educators in shaping the work culture: it is the teacher educators who shape the culture. Personalities and experiences of teacher educators create the culture of an institution. For example, if most of the teacher educators in an educational institution are very outgoing the culture is likely to be open and sociable.

**Culture is negotiated:-** One person cannot create a culture alone. Teacher educators must try to change the direction, the work environment, the way work is performed or the manner in which decisions are made within the general norms of the work place. Culture change is a process of give and take by all members of an organization. Formulating strategic direction, systems development and establishing measurements must be owned by the group responsible for them. Otherwise, employees will not own them.

**Culture is difficult to change:-** Culture change requires people to change their behaviors. It is often difficult for people to unlearn their old way of doing things, and to start performing the new behaviors consistently. Persistence, discipline, employee involvement, kindness and understanding, organizational development work, and training can assist to change a culture. Work culture is often interpreted differently by diverse teacher educators:- Other events in people's lives affect how they act and interact at work too. Although an organization has common culture from a different perspectives. Additionally, the teacher educator's work experience and teams they view the culture differently. Work Culture may be strong or weak:- When an individual's work culture is strong, most people in the group agree on the culture. When an individual work culture is weak, teacher educators do not agree on the culture. Sometimes a weak organizational culture can be the result of many subcultures or the shared values, assumptions and behavior of a subject of the organization. For example, the culture of an organization as a whole might be weak and very difficult to characterize because there are so many subcultures. Each individual has his own work culture.

The work culture prevailing in the institution has a great role in improving the status on the institution as well as the individual's satisfaction in the job. The institution must provide a work culture in such a way that every individual should feel as a part of the educational organization and therefore more involved more excited, stress free at work, satisfied of the work and more loyal to the institution. Teachers must be given opportunity to take part in decision making and implementation of the plans, which in turn may improve the work culture, job satisfaction as well as overall performance of the institution.

**Job Satisfaction:-** Job satisfaction is basically an individual matter. It is an attitudinal reaction to the job as it represents the feeling of the individual about how happy or unhappy he or she is with various aspects of the job. The review of related literature reveals that all the studies in this area have been undertaken on sample of either primary, school teachers. In view of the contradictory findings in this area, as well as lack of research evidences on the relationship of work culture and job satisfaction of teacher educator's the present investigation was undertaken.

**Objective :-** To assess the level of work culture and job satisfaction of the teacher educators

**Hypothesis:-**

- 1) There is no significant difference between teacher educators belonging to Government, Private aided and private un-aided colleges with respect to their i) work culture ii) Job satisfaction.
- 2) There is no significant difference between male and female teacher educators with respect to their i) work culture ii) Job satisfaction.
- 3) There is no significant difference between high and low experienced teacher educators with respect to their i) work culture ii) Job satisfaction.
- 4) There is no significant relationship between the work culture & Job satisfaction teacher educators.

**Sample :-** The study was conducted on the sample of 120 teacher educators from 14 B. Ed Colleges of Solapur District . The selection of the teacher educators was done on the basis of stratified random sampling method.

**Variables of the study:-**

**Independent Variable:-** Type of college (Government , Private aided and , Private un-aided)

**Dependent Variable:-** Work Culture and Job satisfaction.

**Operational Definitions:-**

**Work Culture:-** Wole Soyiniten, Nobel Laborate – “Work culture is a combination of qualities in an organization and its employees that arise from what is generally regarded as appropriate ways to think and act. In the present study , the level of work culture is represented by the total scores obtained on the work culture scale constructed by researcher.

**Job Satisfaction:** Razik and Swanson (1996) define Job satisfaction as “ what an individual hopes to derive form work.” The level of job satisfaction involves a feeling that one’s job is important in its own right and meaningful to oneself., and that level of job satisfaction is represented by the total score obtained on the job satisfaction scale by Y. Mugal, I.S Mahar and Bhatiya.

**Tools:-**

1) **Work Culture Scale :-** constructed by the investigator was used. The scale was given to 5 experts. The suggestions given by the experts were incorporated and the final tool was prepared. The tool has content validity. The final tool consisted of 30 items.

2) **Job Satisfaction Scale:-** standardized by Y. Mugal, I.S Mahar and Bhatiya (1991) was used to collect the data with respect to job satisfaction.

**Procedure for data collection:-** Data for the study was collected by administering the job satisfaction scale and work culture scale to the selected sample by the investigator. The obtained data with respect to different back ground variables were tabulated and subjected to statistical analysis employing approximate statistical techniques.

**Statistical Techniques used for Analysis of Data:-** The obtained data was analyzed using ‘t’ test, one way ANOVA and Pearson product moment correlation.

Table : Sampling Frame

Type of college	Number of teacher educators	Total
Government	16	16
Private aided	26	26
Private un-aided	78	78
Total	120	120

Table-1 The percentage of the teacher educators with respect to different levels of work culture and job satisfaction

Teacher Educators	Level of Work culture				Level of Job satisfaction			Total
	1	2	3	4	5	6	7	
Number	93	26	1	40	79	1	120	
Percentage	77	21.7	0.8	33.3	66.8	0.8	100	

Note:- 1) Respondents 2) Healthy work culture (21-30) 3) Normal work culture (11-20) 4) Unhealthy work culture (1-10), 5) High Job Satisfaction (146-218) 6) average Job Satisfaction (73-145) 7) Low Job Satisfaction(0-72)

Table-2 "f" value of work culture of teacher educator's belonging to various types of colleges

Source of variance	Sum of squares	df	Mean- squares	F value	Significant level
Between Groups	37.693	2	18.846	0.959	0.386
Within Groups	2296.899	117	19.649		

Table-3 :- "T" test of work culture of teacher educators at male and female teacher educators

Gender	N	Mean	S.D.	Std. error of mean	"T" value	Df	Significant level
Male	67	23.87	4.18	0.51	0.210	118	0.834
Female	53	24.04	4.77	0.66			

Table-4 :- "T" test of job satisfaction of teacher educators at male and female teacher educators

Gender	N	Mean	S.D.	Std. error of mean	"T" value	Df	Significant level
Male	67	133.37	21.91	2.62	0.350	118	727
Female	53	134.74	20.17	2.77			

Table-5 :- "T" test of work culture of teacher educators at length of experience of teacher educators

Length of experience	N	Mean	S.D.	Std. error of mean	"T" value	Df	Significant level
Above 5 years (experienced)	83	24.29	4.57	.50	1.290	118	.199
Below 5 years (new)	37	4.06	4.66	.67			

Table-6 :- "T" test of Job satisfaction of teacher educators at length of experience of teacher educators

Length of experience	N	Mean	S.D.	Std. error of mean	"T" value	Df	Significant level
Above 5 years (experienced )	83	134.64	21.40	2.35	0.515	118	0.608
Below 5 years (new)	37	132.49	20.56	3.38			

Table-7 :- Pearson "R" correlation of work culture and job satisfaction scores of teacher educators

Variables	Pearson's 'r' correlation	Significant Level	Total
Work Culture and job satisfaction	0.086	.349	120

**Analysis of the data and result:-**

Table-1 shows that 77 percent of teacher educators possess healthy work culture and 21.7 percent possess normal work culture. Only 0.8% of the teacher educators like in the range of unhealthy work culture, 65.8 percent of teacher educators possess an average Job satisfaction, 0.8% of teacher educators possess low Job Satisfaction.

**Ho. No.-1:-** There is no significant difference in Work Culture of teacher educators belonging government, private aided and private un-aided colleges.

One way analysis of variance (ANOVA) was found out to test this hypothesis .(more than two means). The results are shown in Table-2.

The obtained "t" value of 0.959 is less than the table value of 0.386 at 0.05 level of significance for the degree of freedom 2 and 117. Hence the null hypothesis is accepted. It is thus inferred that there is no significant difference in the work culture of teacher educators belonging to government, private aided and private un-aided.

**H:- 2 :-** There is no significant difference in Job satisfaction of teacher educators belonging to government, private aided and private un-aided.

Table-2 shows that the obtained "f" value of 3.569 is greater than the table value of 0.31 at 0.05 level of significance for the degrees of freedom 2 and 117. Hence the stated null hypothesis is rejected. It is thus inferred that there is a significant difference in the job satisfaction of teacher educators belonging to government, private aided and private un-aided compare teacher educators of all these colleagues that is government, private aided and private un-aided colleges. It is found that the unaided college Teacher educators have a better work culture. Than their counter parts of government and private aided colleges.

**Ho.3:-** There is no significant difference in Work Culture of Male and Female teacher educators

Table-3 shows that the obtained "t" value of 0.210 is less than the table value of 0.834 at 0.05 level of significance for degree of freedom 118. Hence the null hypothesis is accepted and it is inferred that there is no significant difference between work culture of male and female teachers educators.

**Ho. -4:-** There is no significant difference in Job Satisfaction of Male and Female teacher educators .

Table-4 shows that the obtained "t" value of .727 at 0.05 significant level for df118 . Hence the null hypothesis is accepted and it is inference between the job satisfaction of male and female teacher educators.



**Ho-5:-** There is no significant difference between Work Culture of high and low experienced teacher educators with respect to their length of service.

"t" test was carried out to "t" test to this hypothesis. The results are shown in Table-5. Table-5 shows that the obtained "t" value of 1.290 is less than the table value of .199 at significant level for df 118. Hence the null hypothesis is accepted and it is inferred that there is no significant difference between the work culture of length of service of teacher educators.

**Ho-6:-** There is no significant difference between job satisfaction of high and low experienced teacher educators with respect to their –

Table-6 shows that the obtained "t" value of 0.515 is less than the table value of 0.608 at 0.05 significant level for df 118. It is inferred that there is no significant difference between the job satisfaction of length of experience of teacher educators. Hence the null hypothesis is accepted.

**Ho-7:-** There is no significant difference between Work Culture and Job satisfaction of teacher educators. Pearson "r" correlation was carried out to test this hypothesis.

Table-7 shows that the obtained "r" value of 0.086 is less than the table value of 0.349 at 0.05 level. Hence the hypothesis is accepted. Hence it is concluded that there is no significant relationship between work culture and job satisfaction of teacher educators.

#### **Educational Implications:-**

- 1) Healthy work culture indicates a deep and stable values among its teacher educators indicates appropriate work load and pace, work schedule, role clarity, job future, autonomy, work place, justice, reduced status distinction, social environment. These components contribute to individual and organizational effectiveness. Hence 1% of the teacher educators were not found to have healthy work culture has to be ensuring that such a culture has to be developed in these all teacher educators.
- 2) Since no difference were found between government, private aided, and private un-aided college teacher educators with respect to work culture and job satisfaction. Human Resource development program me and organizational development strategies could develop similar programs to the teacher educators belonging to all these three types of institutions.
- 3) Opportunity for creativity, job enrichment and reward management are a few strategies used by Human Resource Managers to increase the level of job satisfaction incorporate soother, these strategies could also be adapted in teacher education organizations. So that the high level of job satisfaction could be attained by teacher educators. This would also help in retaining effective and efficient teacher educators.

#### **REFERENCES:-**

- 1) Best J.W. and Khan J.V. (1988) :- Research in Education (5th edition). Eaglewood Cliffs, N.J. Prentice Hall.
- 2) Cranny C.J., Smith P.C. and Stone E.F. (1992) :- Job satisfaction- how people feel about their job and how it will affect performance, New York, NY, Lemington Books
- 3) Darling Hammond L.(1988) :- Policy and professionalism I.A. Libenman(Ed) building a new professional culture in schools (pp 55-77), New York, NY, Teacher College Press.
- 4) Handy C. (1999) ; Gods of Management – the changing work of organizations, New York, Oxford University Press.
- 5) Hertzberg F.(1986) :- work and nature of man., New York, NY, T. Crowell.



- 6) Mathur P., Aycan Z. & Kanungo R.N. (1996) :- Work Culture in Indian Organizations. A comparison between public and private sector.
- 7) Meyer J.P. and Allen N.J. (1997) :- Commitment in the work place , thousand oaks , C,A, . sage Publications
- 8) Ninadozine C.A. (!993) :- A study of relation between participation in decision making school culture and perception of job satisfaction among teachers . Unpublished doctoral dissertation. Morgan State University.
- 9) Lee V.E. , Dedrick R.F. and Smith J.b. (1991) :- The effect of the social organization of schools on teachers' efficacy and satisfaction , Sociology of Education ,64, 190-208.
- 10) Sing Gurmit (2007) :- Job satisfaction of teacher educators I realltion to their attitude towards teaching. Journal of all India association for educational research , Vol. 19, No.3., and 4.

# Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Books Review for publication, you will be pleased to know that our journals are

## Associated and Indexed, India

- ★ Directory Of Research Journal Indexing
- ★ International Scientific Journal Consortium Scientific
- ★ OPEN J-GATE

## Associated and Indexed, USA

- DOAJ
- EBSCO
- Crossref DOI
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Review Of Research Journal  
258/34 Raviwar Peth Solapur-413005, Maharashtra  
Contact-9595359435  
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com  
Website : www.ror.isrj.org