



ORGANIZATIONAL CLIMATE AND JOB SATISFACTION OF A.P. MODEL SCHOOL TEACHERS

Dr. M. Sridevi¹ and Prof. T.G. Amuthavalli²

¹Post-Doctoral Fellow (ICSSR),
Department of Education,
Sri Padmavati Mahila Visvavidyalayam,
Tirupati, Andhra Pradesh.

²Head & BOS Chairperson, Department of Education,
Sri Padmavati Mahila Visvavidyalayam,
Tirupati, Andhra Pradesh.



ABSTRACT :

An attempt was made to study the organizational climate and job satisfaction of A.P. model school teachers. Survey method was conducted on a stratified random sample of 310 A.P. model school teachers. Self-made Organizational Climate Scale and Job Satisfaction Scale by Dr. Meera Dixit were used for data collection. Data was analyzed using *r*-value. Finding indicated that there is a significant positive relationship between organizational climate and job satisfaction of A.P. model school teachers. Results also showed that there is a positive significant relationship between organizational climate and job satisfaction of A.P. model school male teachers, age group, marital status and subject teaching and there is no significant relationship between organizational climate and job satisfaction of A.P. model school female teachers.

KEYWORDS : Organizational Climate, Job Satisfaction, A.P. Model School Teachers.

INTRODUCTION

Organization stands for an organized body or system or structure or frame. It provides a mechanism or set up for doing work. It is concerned with provision of material, human facilities, institutional plan, facilities and services required for running an institution. Cornell used the terminology "*Organizational Climate*" in 1955 and described it as a delicate blending of interpretation by persons in the organization on their jobs or roles in relationship to others & their interpretations of the role of others in the organization. A.W. Halpin & D.B. Croft defined organizational climate as patterns of social interaction that characterized an organization. The main units of interaction in this concept of climate were individuals. Their research in organizational climate, dealt with both dimensions on the Getzel theory. Open climate was defined as one in which the attention was to both on task achievement and social needs. The closed climate was defined as one which marked a situation in which the group members obtained little satisfaction with respect to either task achievement or social needs. In short, it was a situation where the leader was inefficient in directing the activity of the staff and at the same time he was not inclined to look out for their welfare.

Job satisfaction is defined in the Dictionary of Education as the quality, state and level of satisfaction which is a result of various interests and attitudes of a person towards his job. Job satisfaction is an integral component of organizational climate and an important element in

organization - workers relationship. In general, job satisfaction is an individual's emotional reaction to the job itself. It is a person's attitude towards the job.

REVIEW OF RELATED LITERATURE

Ruchika (2017) studied job satisfaction amongst government and private school teachers in Delhi. The data was analyzed using t-test and one way ANOVA. The findings of the study were, the teachers working in the government schools were more satisfied on all the parameters as compared to the teachers working in the private schools. The demographic factors like, gender, designation, age and work experience has no significant difference in the level of job satisfaction while only one factor of category has significant difference in the satisfaction level. The researcher concluded that the level of job satisfaction was more in government schools than private schools.

Simin Ghavifekr and Nova Sheil Pillail (2016) conducted a study on the relationship between schools' organizational climate and teachers' job satisfaction Malaysian experience. The results of the study indicated that, there is a significant positive relationship between school organizational climate and teachers' job satisfaction. The teachers in this study were found to be fairly satisfied with their job, with the responsibility factor as the biggest contribution to the job satisfaction. The findings also indicated that there is no significant difference in the levels of job satisfaction between the teachers gender. There is no significant difference in the level of job satisfaction among the teachers on the years of service in their school. The results also revealed that, secondary schools in Sabah have a positive and open climate, with the professional teacher's behaviour as the major contributor.

Rajbir Kaur (2015) studied influence of organizational climate on job satisfaction of elementary teachers in relation to type of school and gender. A random sample of 100 elementary school teachers from Amritsar district was chosen. The tools used were, Organizational Climate Inventory by Somnath Chattopadhyay & K.G. Agarwal (1988) and Job Satisfaction Scale by Dr. Meera Dixit (1993). The findings of the study were, i) there is significant effect of organizational climate on job satisfaction of private elementary school teachers, ii) there is significant effect of organizational climate on job satisfaction of government school teachers, iii) there is significant effect of organizational climate on job satisfaction of male elementary teachers and iv) there is significant effect of organizational climate on job satisfaction of elementary school teachers.

NEED AND IMPORTANCE OF THE STUDY

A teacher is the single most important factor in the success of a pupil and thereby the entire society. Recognizing the importance of Teacher, the National Policy on Education (1986) has rightly remarked: "no system of education can rise above the level of its teachers." Proper organizational climate and efficient working is pre-requisite to the development of educational process.

One of the critical challenges faced by teachers is how to improve the quality of teaching and learning in schools. A key factor associated with quality education relates to quality teaching and learning that is feasible through positive organizational climate of school as well as teachers' job satisfaction. Improving teachers' job satisfaction in schools can retain quality teachers, which helps to improve their teaching skills and abilities

The qualities of nation depends upon the qualities of its schools and qualities of schools depends considerably on the qualities of the teachers as well as interaction of collective internal forces and external forces that intervene in the fulfilment of the purpose of the schools. The effectiveness and stability of the schools is mostly based on their organizational climate as well as on the job satisfaction of the teachers working in them.

OBJECTIVES OF THE STUDY

- To study the relationship between organizational climate and job satisfaction of A.P. model school teachers.
- To find out the relationship between organizational climate and job satisfaction of A.P. model school teachers with regard to gender, age group, marital status and subject teaching.

HYPOTHESES

1. There is no significant relationship between organizational climate and job satisfaction of A.P. model school teachers.
2. There is no significant relationship between organizational climate and job satisfaction of A.P. model school with reference to gender.
3. There is no significant relationship between organizational climate and job satisfaction of A.P. model school with reference to age group.
4. There is no significant relationship between organizational climate and job satisfaction of A.P. model school with reference to marital status.
5. There is no significant relationship between organizational climate and job satisfaction of A.P. model school with reference to subject teaching.

METHODOLOGY

The investigation was undertaken by using normative survey method. A sample of 310 A.P. model school teachers out of 155 A.P. model school male teachers and 155 A.P. model school female teachers was selected from Andhra Pradesh State. The sample was drawn by stratified random sampling technique giving due representation to basal groups like gender. The tools were used, Self-made Organizational Climate Scale and Job Satisfaction Scale by Dr. Meera Dixit. Product Moment Correlation (r) was used for data analysis with SPSS 20.0 version.

DATA ANALYSIS

Table 1: Correlation between Organizational Climate and Job Satisfaction of A.P. Model School Teachers

Variables	Sample	N	r
OC & JC	Whole sample	310	0.363**

**Significant at 0.01 level

From Table-1, the r-value between organizational climate and job satisfaction for the whole sample is found to be 0.363 which is significant at 0.01 level. It confirms a significant positive correlation between organizational climate and job satisfaction of A.P. model school teachers. Hence the hypothesis-1 is rejected.

Table 2: Correlation between Organizational Climate and Job Satisfaction of A.P. Model School Teachers based on Gender

Gender	Group	N	r
	Male	155	0.445**
	Female	155	0.142@

**Significant at 0.01 level, @Not Significant.

Table-2 shows that the r-value for male group is 0.445 which is significant at 0.01 level, thus confirming a positive correlation between organizational climate and job satisfaction of A.P. model school male teachers and the r-value for female group is 0.142 which is not significant at 0.01 level, thus confirming no significant correlation between organizational climate and job satisfaction of A.P. model school female teachers.

Table 3: Correlation between Organizational Climate and Job Satisfaction of A.P. Model School Teachers based on Age Group

Age Group	Group	N	r
	Below 30 Years	150	0.464**
	Above 30 Years	160	0.167*

*Significant at 0.05 level, **Significant at 0.01 level.

Table-3 depicts that the r-value for below 30 years age group is 0.464 which is significant at 0.01 level and for above 30 years of age group is 0.167 which is significant at 0.05 level, thus confirming a significant positive correlation between organizational climate and job satisfaction of A.P. model school teachers in terms of age group. Hence the hypothesis-3 is rejected.

Table 4: Correlation between Organizational Climate and Job Satisfaction of A.P. Model School Teachers based on Marital Status

Marital Status	Group	N	r
	Married	200	0.490**
	Unmarried	110	0.204*

*Significant at 0.05 level, **Significant at 0.01 level.

From Table-4, the r-value for married group is 0.490 which is significant at 0.01 level and unmarried group is 0.204 which is significant at 0.05 level, thus confirming a positive correlation between organizational climate and job satisfaction of A.P. model school teachers with respect to marital status. Hence the hypothesis-4 is rejected.

Table 5: Correlation between Organizational Climate and Job Satisfaction of A.P. Model School Teachers based on Subject Teaching

Subject Teaching	Group	N	r
	Science	103	0.315**
	Arts	107	0.439**
	Language	100	0.316**

**Significant at 0.01 level

From Table-5, the r-values for science, arts and language are 0.315, 0.439 and 0.316 which are significant at 0.01 level, thus projecting a positive significant relationship among the variables. Hence the hypothesis-5 is rejected.

FINDINGS

- A positive correlation existed between job satisfaction and organizational climate for whole sample ($r=0.363$) of A.P. model school teachers which indicates that the teachers with better organizational climate tend to possess better job satisfaction.
- A positive correlation was found between job satisfaction and organizational climate for male ($r=0.445$) groups of A.P. model school teachers which indicates that with high level of organizational climate will have high level of job satisfaction.
- No correlation existed between job satisfaction and organizational climate for female ($r=0.142$) groups of A.P. model school teachers.

- A positive correlation existed between job satisfaction and organizational climate of A.P. model school teachers belonging to below 30 years of age group ($r=0.464$) indicating that the teachers with high level of organizational climate will have high level of job satisfaction.
- Job satisfaction was positively correlated with organizational climate for A.P. model school teachers belonging to above 30 years of age group ($r=0.167$) which indicates that the teachers with better organizational climate tend to possess better job satisfaction.
- Positive correlation was found between job satisfaction and organizational climate for the married A.P. model school teachers ($r=0.490$) which indicates that the teachers having high level of organizational climate will have better job satisfaction level.
- Positive correlation existed between job satisfaction and organizational climate of A.P. model school teachers belonging to unmarried ($r=0.204$) indicating that the teachers with high level of organizational climate will have high level of job satisfaction.
- Positive correlation was found between job satisfaction and organizational climate for A.P. model school science subject teaching teachers ($r=0.315$).
- Positive correlation between job satisfaction and organizational climate of A.P. model school teachers for arts subject ($r=0.439$) indicating that a change in organizational climate will cause a similar change with regard to their job satisfaction.
- Job satisfaction has positive correlation with organizational climate for language subjects teaching A.P. model school teachers ($r=0.316$) which indicates that with the teachers with better organizational climate tend to possess better job satisfaction.

IMPLICATIONS AND RECOMMENDATIONS

- No doubt job satisfaction is a personal attribute, but it has its connotations in school climate and other behavioural aspects of teachers' personality. Job satisfaction and organizational climate are the complex phenomenon and needs a careful observation and analysis on the part of Educational planners and administrators.
- School authority must take steps to provide rich school organizational climate to teachers so that their level of job stress become less through providing Gyul for staff, involvement in co-curricular activities.
- A.P. model school teachers must be given free and open educational environment, incentives for working well so that their level of job satisfaction is boosted.
- It is suggested that government should release their share of grant-in-aid regularly and without any delay. This will certainly improve the level of organizational climate and job satisfaction of A.P. model school teachers. It is suggested that government should try to provide more liberal financial assistance under various faculty improvement schemes.

SUGGESTIONS FOR FURTHER STUDY

- Study can also be conducted on Organizational climate and job satisfaction with other variables like qualifications, teaching experience, workload per week, distance from home to school, management, income level, socio-economic status, demographic and psychological aspects which are not included in the study.
- The study may be undertaken to highlight the different dimensions of organizational climate and job satisfaction of model school teachers.
- Exploring adjustment and behavioural problems of students of Model schools in relation to job satisfaction of teachers and organizational climate could be a worthwhile study.

REFERENCES

1. Aggarwal, V. P. (1988). Statistical Methods (2nd Ed.). New Delhi: Sterling Publishers Pvt. Ltd.
2. Best, J.W., & Khan, J.V. (2010). Research in Education (10th Ed). New Delhi: Pearson Education.

3. Jivanjyoti Sidana & Gurinder Kaur. (2010). Job satisfaction: A challenging area of research in education. *Edutracks*, Vol. 9, No. 12.
4. Rama, T.N. & Renuka, P. (2016). Job Satisfaction of Post Graduate Teachers Working In A.P. Model Schools. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 6(3), 43-48.
5. Rajbir Kaur. (2015). Influence of organizational climate on job satisfaction of elementary school teachers in relation to their type of school and gender. *JEIE*, ISSN 2278-1730.
6. Ramakrishnaih, D. & Bhaskara Rao, D. (1998). *Job Satisfaction of Collges Teachers*. New Delhi. Discovery Publishing House.
7. Rohila, P. (1966). *Job Satisfaction - A Research Summary*. Indian Educational Review.
8. Ruchika. (2017). A Study of Job Satisfaction amongst Government and Private School Teachers in Delhi. *Asian Journal of Management*, 8(1).
9. Veenu Khurana. (2013). *Organizational Climate and Job Satisfaction of Teachers in Schools*. The nature of the study is Normative Survey. *International Indexed & Refereed Research Journal*, ISSN 0975-3486, RNI- RAJBIL- 2009-30097, Vol. IV, Issue 40.
10. Rao, V.S.R. & Narayana, P.S. *Organizational Climate* (2nd Rev. Ed.). *Organizational Theory and Behaviour*: Konark Publishers Pvt. Ltd. A 149 Main Vikasmary, Delhi. First Print 1986, Reprint 1997, pp.720-751.