

# A Study of Job Satisfaction of Secondary School Teachers in Relation to Organizational Climate

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## ABSTRACT

The purpose of the study is to find the Relationship between Job-Satisfaction and Organizational climate. The sample of the present study includes 600 secondary school teachers of Bagalkot district.

## Introduction

Education is the most important invention of mankind. Man without education would still be living just like an animal. It is education, which transformed man from a mere 'two legged animal' into human being. The word Education is like a diamond which appears to be of a different color when seen from different angles. It is as basic to civilization for social survival. Education of an individual does not begin at school or college; it begins much before the birth that is when it is in the mother's belly in the form of an embryo. It ends not when he graduates from the university but at his death. Hence education is a life long process. The concept of education is dynamic. It has passed through many ages and stages in the process of evolution and at every stage.

## ***School as an Organization***

School as an organization or a social system is constructed to attain certain specific goals and is defined by its own boundaries. It operates as a open social system in that the input of energies and the conversion of output into further enteric input consist of transactions between the organization and its environment. They may be considered as consisting of the patterned activities of a number of teachers and students. When we analyze schools, it is found that they have the following characteristics which enable us to set them apart and to study them as social organizations (Waller, 1932).

1. They have a definite population.
2. They have a clearly defined structure based on specific social interactions.
3. They represent the nexus of a compact network of social relationships. They are pervaded by a we feeling.
4. They have a culture that is definitely of their own.

Thus the educational institution was first analyzed systematically in 1932 by Waller in a pioneer work. 'The sociology of Teaching'. The assumption made by this and other authors is that environments are important determinants of learning behavior though the significance of other variables cannot be discounted.

The most widely recognized and useful framework for studying and understanding educational institutions is the social system analysis developed by Getzels and Guba (1957).

### **Objective of the Study**

1. To study the relationship between job satisfaction of secondary school teachers and organizational climate (total) and its dimensions. (Performance standards, Communication flow, Reward system, Responsibility, Conflict resolution, Organisational structure, Motivational level, Decision making process, Support system, Warmth, and Identify problems).

### **Hypothesis**

There is a significant relationship between job satisfaction and its dimensions (i.e. intrinsic aspect of the job, salary, promotional avenues, and services condition, physical facilities , institutional plans and policies , satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-workers) with organizational climate and its dimensions (i.e. performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure , motivational level, decision making process , support system , warmth and identity problems) of secondary school teachers.

## Methodology

The study adopts Descriptive survey method for investigation

## Sample

The researcher selected 600 teachers using stratified random sampling technique of Bagalkot district constitutes the sample for the study.

## Tools

1. Job Satisfaction Scale constructed by by Meera Dixit (1993)
2. Organizational Climate Inventory developed by by S. N. Chattopadhyaya and K.G. Agarwal (1988)

## Statistical Technique

Simple Correlation

## Analysis and Interpretation

**Hypothesis:** There is a significant relationship between job satisfaction and its dimensions (i.e. intrinsic aspect of the job, salary, promotional avenues, and services condition, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-workers) with organizational climate and its dimensions (i.e. performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure, motivational level, decision making process, support system, warmth and identity problems) of secondary school teachers.

To achieve this hypothesis, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table.

**Table-1: Relationship between job satisfaction and its dimensions with organizational climate and its dimensions as a whole**

Variables	Job Satisfaction	Intrinsic aspect of the job	Salary, promotional avenues, and services condition	Physical facilities	Institutional plans and policies	Satisfaction with Authorities	Satisfaction with social status and family welfare	Rapport with students	Relationship with co-workers
Organizational climate	0.7232*	0.6042*	0.5550*	0.6255*	0.2827*	0.4249*	0.2468*	0.4329*	0.4494*
Performance standards	0.6025*	0.5126*	0.4894*	0.5280*	0.2221*	0.3556*	0.2468*	0.3009*	0.3618*

Communication flow	0.6786*	0.5715*	0.5188*	0.5865*	0.3034*	0.3704*	0.2270*	0.4218*	0.4169*
Reward system	0.5514*	0.4649*	0.4601*	0.4695*	0.1962*	0.3198*	0.1703*	0.2780*	0.3479*
Responsibility	0.4693*	0.3989*	0.3454*	0.4145*	0.1092*	0.2986*	0.1577*	0.2993*	0.3112*
Conflict resolution	0.5977*	0.4964*	0.4324*	0.5114*	0.2407*	0.3623*	0.2077*	0.3671*	0.3933*
Organizational structure	0.5843*	0.5183*	0.4632*	0.5029*	0.2128*	0.3525*	0.2001*	0.3456*	0.3146*
Motivational level	0.6871*	0.5555*	0.5078*	0.5804*	0.2888*	0.4153*	0.2589*	0.4304*	0.4331*
Decision making process	0.5609*	0.4538*	0.4054*	0.4957*	0.2408*	0.3080*	0.1839*	0.3425*	0.3712*
Support system	0.6098*	0.5056*	0.4865*	0.5415*	0.2308*	0.3545*	0.1767*	0.3652*	0.3706*
Warmth	0.5417*	0.4532*	0.4106*	0.4513*	0.1841*	0.3463*	0.2072*	0.3392*	0.3510*
Identity problems	0.5649*	0.4637*	0.4363*	0.4842*	0.1804*	0.3690*	0.1515*	0.3524*	0.3508*

\* $p < 0.05$

The above table shows that,

- ❖ A significant and positive relationship was observed between job satisfaction and organizational climate ( $r=0.7232$ ,  $p < 0.05$ ) and its dimensions i.e. performance standards ( $r=0.6025$ ,  $p < 0.05$ ), communication flow ( $r=0.6786$ ,  $p < 0.05$ ), reward system ( $r=0.5514$ ,  $p < 0.05$ ), responsibility ( $r=0.4693$ ,  $p < 0.05$ ), conflict resolution ( $r=0.5977$ ,  $p < 0.05$ ), organizational structure ( $r=0.5843$ ,  $p < 0.05$ ), motivational level ( $r=0.6871$ ,  $p < 0.05$ ), decision making process ( $r=0.5609$ ,  $p < 0.05$ ), support system ( $r=0.6098$ ,  $p < 0.05$ ), warmth ( $r=0.5417$ ,  $p < 0.05$ ) and identity problems ( $r=0.5649$ ,  $p < 0.05$ ) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the organizational climate and its dimensions i.e. performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure, motivational level, decision making process, support system, warmth and identity problems scores are increases or decreases with increase or decrease in the job satisfaction of secondary school teachers.
- ❖ A significant and positive relationship was observed between dimension of job satisfaction i.e. intrinsic aspect of the job and organizational climate ( $r=0.6042$ ,  $p < 0.05$ ) and its dimensions i.e. performance standards ( $r=0.5126$ ,  $p < 0.05$ ), communication flow ( $r=0.5715$ ,  $p < 0.05$ ), reward system ( $r=0.4649$ ,  $p < 0.05$ ), responsibility ( $r=0.3989$ ,  $p < 0.05$ ), conflict resolution ( $r=0.4964$ ,  $p < 0.05$ ), organizational structure ( $r=0.5183$ ,  $p < 0.05$ ), motivational level ( $r=0.5555$ ,  $p < 0.05$ ), decision making process ( $r=0.4538$ ,  $p < 0.05$ ), support system ( $r=0.4532$ ,  $p < 0.05$ ), warmth ( $r=0.5056$ ,  $p < 0.05$ ) and identity problems ( $r=0.4637$ ,  $p < 0.05$ ) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and

alternative hypothesis is accepted. It means that, the organizational climate and its dimensions i.e. performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure , motivational level, decision making process , support system , warmth and identity problems scores are increases or decreases with increase or decrease in the intrinsic aspect of the job of secondary school teachers.

- ❖ A significant and positive relationship was observed between dimension of job satisfaction i.e. salary, promotional avenues, and services condition and organizational climate ( $r=0.5550$ ,  $p<0.05$ ) and its dimensions i.e. performance standards ( $r=0.4894$ ,  $p<0.05$ ), communication flow ( $r=0.5188$ ,  $p<0.05$ ), reward system ( $r=0.4601$ ,  $p<0.05$ ), responsibility ( $r=0.3454$ ,  $p<0.05$ ), conflict resolution ( $r=0.4324$ ,  $p<0.05$ ), organizational structure ( $r=0.4632$ ,  $p<0.05$ ), motivational level ( $r=0.5078$ ,  $p<0.05$ ), decision making process ( $r=0.4054$ ,  $p<0.05$ ), support system ( $r=0.4865$ ,  $p<0.05$ ), warmth ( $r=0.4106$ ,  $p<0.05$ ) and identity problems ( $r=0.4363$ ,  $p<0.05$ ) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the organizational climate and its dimensions i.e. performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure , motivational level, decision making process , support system , warmth and identity problems scores are increases or decreases with increase or decrease in the salary, promotional avenues, and services condition of secondary school teachers.
- ❖ A significant and positive relationship was observed between dimension of job satisfaction i.e. physical facilities and organizational climate ( $r=0.6255$ ,  $p<0.05$ ) and its dimensions i.e. performance standards ( $r=0.5280$ ,  $p<0.05$ ), communication flow ( $r=0.5865$ ,  $p<0.05$ ), reward system ( $r=0.4695$ ,  $p<0.05$ ), responsibility ( $r=0.4145$ ,  $p<0.05$ ), conflict resolution ( $r=0.5114$ ,  $p<0.05$ ), organizational structure ( $r=0.5029$ ,  $p<0.05$ ), motivational level ( $r=0.5804$ ,  $p<0.05$ ), decision making process ( $r=0.4957$ ,  $p<0.05$ ), support system ( $r=0.5415$ ,  $p<0.05$ ), warmth ( $r=0.4513$ ,  $p<0.05$ ) and identity problems ( $r=0.4842$ ,  $p<0.05$ ) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the organizational climate and its dimensions i.e. performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure , motivational level, decision making process , support system , warmth and identity problems scores are increases or decreases with increase or decrease in the physical facilities of secondary school teachers.

- ❖ A significant and positive relationship was observed between dimension of job satisfaction i.e. institutional plans and policies and organizational climate ( $r=0.2827$ ,  $p<0.05$ ) and its dimensions i.e. performance standards ( $r=0.2221$ ,  $p<0.05$ ), communication flow ( $r=0.3034$ ,  $p<0.05$ ), reward system ( $r=0.1962$ ,  $p<0.05$ ), responsibility ( $r=0.1092$ ,  $p<0.05$ ), conflict resolution ( $r=0.2407$ ,  $p<0.05$ ), organizational structure ( $r=0.2128$ ,  $p<0.05$ ), motivational level ( $r=0.2888$ ,  $p<0.05$ ), decision making process ( $r=0.2408$ ,  $p<0.05$ ), support system ( $r=0.2308$ ,  $p<0.05$ ), warmth ( $r=0.1841$ ,  $p<0.05$ ) and identity problems ( $r=0.1804$ ,  $p<0.05$ ) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the organizational climate and its dimensions i.e. performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure, motivational level, decision making process, support system, warmth and identity problems scores are increases or decreases with increase or decrease in the institutional plans and policies of secondary school teachers.
- ❖ A significant and positive relationship was observed between dimension of job satisfaction i.e. institutional plans and policies and organizational climate ( $r=0.2827$ ,  $p<0.05$ ) and its dimensions i.e. performance standards ( $r=0.2221$ ,  $p<0.05$ ), communication flow ( $r=0.3034$ ,  $p<0.05$ ), reward system ( $r=0.1962$ ,  $p<0.05$ ), responsibility ( $r=0.1092$ ,  $p<0.05$ ), conflict resolution ( $r=0.2407$ ,  $p<0.05$ ), organizational structure ( $r=0.2128$ ,  $p<0.05$ ), motivational level ( $r=0.2888$ ,  $p<0.05$ ), decision making process ( $r=0.2408$ ,  $p<0.05$ ), support system ( $r=0.2308$ ,  $p<0.05$ ), warmth ( $r=0.1841$ ,  $p<0.05$ ) and identity problems ( $r=0.1804$ ,  $p<0.05$ ) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the organizational climate and its dimensions i.e. performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure, motivational level, decision making process, support system, warmth and identity problems scores are increases or decreases with increase or decrease in the institutional plans and policies of secondary school teachers.
- ❖ A significant and positive relationship was observed between dimension of job satisfaction i.e. satisfaction with authorities and organizational climate ( $r=0.3556$ ,  $p<0.05$ ) and its dimensions i.e. performance standards ( $r=0.3556$ ,  $p<0.05$ ), communication flow ( $r=0.3704$ ,  $p<0.05$ ), reward system ( $r=0.3198$ ,  $p<0.05$ ), responsibility ( $r=0.2986$ ,  $p<0.05$ ), conflict resolution ( $r=0.3623$ ,  $p<0.05$ ),

organizational structure ( $r=0.3525$ ,  $p<0.05$ ), motivational level ( $r=0.4153$ ,  $p<0.05$ ), decision making process ( $r=0.3080$ ,  $p<0.05$ ), support system ( $r=0.3545$ ,  $p<0.05$ ), warmth ( $r=0.3463$ ,  $p<0.05$ ) and identity problems ( $r=0.3690$ ,  $p<0.05$ ) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the organizational climate and its dimensions i.e. performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure, motivational level, decision making process, support system, warmth and identity problems scores are increases or decreases with increase or decrease in the satisfaction with authorities of secondary school teachers.

- ❖ A significant and positive relationship was observed between dimension of job satisfaction i.e. satisfaction with social status and family welfare and organizational climate ( $r=0.2468$ ,  $p<0.05$ ) and its dimensions i.e. performance standards ( $r=0.2468$ ,  $p<0.05$ ), communication flow ( $r=0.2270$ ,  $p<0.05$ ), reward system ( $r=0.1703$ ,  $p<0.05$ ), responsibility ( $r=0.1577$ ,  $p<0.05$ ), conflict resolution ( $r=0.2077$ ,  $p<0.05$ ), organizational structure ( $r=0.2001$ ,  $p<0.05$ ), motivational level ( $r=0.2589$ ,  $p<0.05$ ), decision making process ( $r=0.1839$ ,  $p<0.05$ ), support system ( $r=0.1767$ ,  $p<0.05$ ), warmth ( $r=0.2072$ ,  $p<0.05$ ) and identity problems ( $r=0.1515$ ,  $p<0.05$ ) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the organizational climate and its dimensions i.e. performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure, motivational level, decision making process, support system, warmth and identity problems scores are increases or decreases with increase or decrease in the satisfaction with social status and family welfare of secondary school teachers.
- ❖ A significant and positive relationship was observed between dimension of job satisfaction i.e. rapport with students and organizational climate ( $r=0.4329$ ,  $p<0.05$ ) and its dimensions i.e. performance standards ( $r=0.3009$ ,  $p<0.05$ ), communication flow ( $r=0.4218$ ,  $p<0.05$ ), reward system ( $r=0.2780$ ,  $p<0.05$ ), responsibility ( $r=0.2993$ ,  $p<0.05$ ), conflict resolution ( $r=0.3671$ ,  $p<0.05$ ), organizational structure ( $r=0.3456$ ,  $p<0.05$ ), motivational level ( $r=0.4304$ ,  $p<0.05$ ), decision making process ( $r=0.3425$ ,  $p<0.05$ ), support system ( $r=0.3652$ ,  $p<0.05$ ), warmth ( $r=0.3392$ ,  $p<0.05$ ) and identity problems ( $r=0.3524$ ,  $p<0.05$ ) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the organizational climate and its dimensions i.e. performance

standards, communication flow, reward system, responsibility, conflict resolution, organizational structure , motivational level, decision making process , support system , warmth and identity problems scores are increases or decreases with increase or decrease in the rapport with students of secondary school teachers.

- ❖ A significant and positive relationship was observed between dimension of job satisfaction i.e. relationship with co-workers and organizational climate ( $r=0.4494$ ,  $p<0.05$ ) and its dimensions i.e. performance standards ( $r=0.3618$ ,  $p<0.05$ ), communication flow ( $r=0.4169$ ,  $p<0.05$ ), reward system ( $r=0.3479$ ,  $p<0.05$ ), responsibility ( $r=0.3112$ ,  $p<0.05$ ), conflict resolution ( $r=0.3933$ ,  $p<0.05$ ), organizational structure ( $r=0.3146$ ,  $p<0.05$ ), motivational level ( $r=0.4331$ ,  $p<0.05$ ), decision making process ( $r=0.3712$ ,  $p<0.05$ ), support system ( $r=0.3706$ ,  $p<0.05$ ), warmth ( $r=0.3510$ ,  $p<0.05$ ) and identity problems ( $r=0.3508$ ,  $p<0.05$ ) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the organizational climate and its dimensions i.e. performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure , motivational level, decision making process , support system , warmth and identity problems scores are increases or decreases with increase or decrease in the relationship with co-workers of secondary school teachers.

### **Discussion and Conclusion**

In this study, the researcher aimed to study the Job Satisfaction of Secondary School Teachers in Relation to Organizational climate.

From the analysis report, it is concluded that, there is a significant and positive relationship was observed between job satisfaction and organizational climate and its dimensions that is performance standards , communicatin flow, reward system, responsibility, conflict resolutions, organizational structure, motivational level, decision making process, support system, warmth and identify problems of secondary school teachers.

## Educational Implications

The findings of the study are suggestive of the fact that senior secondary school teachers have high level of job satisfaction in open, autonomous and familiar types of organizational climate .Hence some implications may be laid down in the light of these findings:

1. Teachers are required to pay attention to the intrinsic and extrinsic factors of job satisfaction so that lack of job satisfaction.
2. The Teachers of the schools should help in improving the level of job satisfaction of teachers as well as school organizational climate. They must diagnose the causes, if any, of poor school organizational climate and make efforts to provide healthy and congenial environment, thereby enabling the teaching profession to grow to the maximum.
3. All educational settings should be contextual for positive socialization, strengthen the abilities of teachers to work effectively.
4. No doubt, gender differences did not emerge in job satisfaction among teachers, still there if felt need to provide more security to female teachers since they are more engaged in family obligations.
5. The organizational climate free from all kinds of bias every teacher feel then only sense of security.
6. Functionary style organizational climate in democratic ways i.e., each and every subject teachers in the school share their representations in various committees within organization.
7. Functioning style of organizations is flexible with respect the role efficacy and attitudes of teachers in respect to curricular and co-curricular activities in, in accordance with their needs and resources.
8. Organizational climate setup based on fundamental rights provided in our constitution. The teachers' is to be utilize of their capacities or effective role optimum extent.
9. Basic amenities viz-water & satainary facilities, avail to teachers organization to enhance their professional capacities; if leads to positive attitude towards professional capacities; it leads to positive attitudes towards profession itself

10. Sufficient library facilities; Laboratories' ICT Laboratory with Wifi facility modern gadgets; Teaching Learning materials etc., enhances to professional capacity of teacher's and these can be made positive sense of attitudes towards the organization.
11. Cordial relationship existing between the head of the institution and co-workers in the organization play an important role on role efficacy and attitudes of the teacher's fly high in their position.

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