

## **INFLUENCE OF ORGANIZATIONAL CLIMATE OF ELEMENTARY SCHOOLS ON JOB SATISFACTION OF ELEMENTARY TEACHERS**

**<sup>1</sup>Dr. Reena Rani\* and <sup>2</sup>Ms. Poonam Rani**

<sup>1</sup>Assistant Professor, <sup>2</sup>M.Ed. Student

B.P.S. Institute of Teacher Training & Research,  
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)  
E-mail: reena.edu@gmail.com (\**Corresponding Author*)

**Abstract:** The present study investigates the influence of organization climate of elementary schools on job satisfaction of elementary teachers. The sample was drawn of 100 elementary school teachers by using Random Sampling Technique from Rohtak District, Haryana. The findings of the study showed that organizational climate of elementary schools is negligibly correlated with job satisfaction. This correlation shows that the job satisfaction of elementary teachers is not affected by organizational climate. The study also reveals that there is no correlation between the organizational climate of elementary schools and job satisfaction of female teachers.

**Keywords:** Organizational climate, Job satisfaction & elementary school teachers.

### **Introduction**

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 and external forces that intervene in the fulfillment 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 satisfaction of the teachers working in them. The term 'Organizational climate' refers to the overall characteristics, atmosphere in a school. It refers to the sum of all physical, social, emotional and instructional factors which contribute to the total teaching-learning situation in the school.

Teacher's job satisfaction is one other key factor in school dynamics and is generally considered as a primary dependent variable in terms of which effectiveness of the human resources of an organization is evaluated. A teacher, who is happy with his job, plays a pivotal role in the upliftment of the society where as a unsatisfied teacher can become irritable and may create tensions which can affect the student's learning process and consequently their academic growth. The well-adjusted and satisfied teacher can contribute a lot to the well being of his/ her pupils Singh, & Kapoor (2011) studied the impact of

organizational climate on job satisfaction. It was found that organizational climate have significant impact on job satisfaction.

### **Emergence of the Study**

In the present scenario of education in our country one comes across candidates with relatively superior qualifications and adequate professional degrees getting entry into the teaching profession; yet the problem of deteriorating education standards both qualitatively and quantitatively seems to be assuming alarming dimensions. Therefore, there should be some other important determinants of this phenomenon besides academic and professional qualifications of teachers; such determinants appear to be teacher's organizational climate and job satisfaction. This research is significant in several areas. Job satisfaction is in essence characterized by numerous social factors, economic conditions, inclinations determined by one's personal history, and other character elements. This multidimensionality will require multiple studies, conducted in a variety of settings. Finally, there is a dearth of studies examining the influence of organizational climate of elementary schools on job satisfaction of teachers.

### **Statement of the Problem**

*“Influence of Organizational Climate of Elementary Schools on Job Satisfaction of teachers.”*

### **Objectives of the Study:-**

The present study was designed to attain the following objectives:

- To study the effect of organizational climate of elementary schools on job satisfaction of private school teachers.
- To study the effect of organizational climate of elementary schools on job satisfaction of Govt. school teachers.
- To study the effect of organizational climate of elementary schools on job satisfaction of male teachers.
- To study the effect of organizational climate of elementary schools on job satisfaction of female teachers.

### **Hypothesis of the Study:-**

The study was designed to test the following hypothesis:

- There is no significant effect of organizational climate of elementary schools on job satisfaction of private school teachers.

- There is no significant effect of organizational climate of elementary schools on job satisfaction of Govt. school teachers.
- There is no significant effect of organizational climate of elementary schools on job satisfaction of male teachers.
- There is no significant effect of organizational climate of elementary schools on job satisfaction of female teachers.

### **Methodology**

Descriptive research is describing, recording and interpreting the conditions that exist. It involves comparison or contrast and attempt to discover the relationship between the manipulated variables. The descriptive survey method which is a predominantly qualitative research method was used to conduct the present investigation.

### **Sample**

The investigator selected a sample of 100 elementary school teachers by using Random Sampling Technique. 50 (25 male + 25 female) teachers of Govt. school and 50 (25 male+ 25 female) teachers of Private school were selected in the present study.

### **Tool Used**

The following tools were used in present study.

- **Organizational climate inventory by Som Nath Chattopadhyay & K.G Agarwal (1988)**
- **Job satisfaction scale by Dr. (Mrs.) Meera Dixit (1993)**

### **Analysis and Interpretation of the Data:**

The results of the study are given in the following sections:-

#### **Section 1: Effect of organizational climate of Elementary Schools on job satisfaction of private school teachers.**

**Objective:-** To study the effect of organizational climate of elementary schools on job satisfaction of private school teachers.

**Table: 4.1**

Group	No.	Mean	S.D	r-Value	Level of Significance	Remark
Organizational Climate (Private school teachers)	50	218.84	12.47	0.174	0.05	Not Significant
Job satisfaction (Privation school teachers)	50	188.64	12.22			

**Interpretation:** The interpretation of the above table shows that the calculated mean of organizational climate of elementary schools and Job satisfaction is 218.84 & 188.86. The calculated value of correlation between organizational climate of the private schools and job satisfaction of teachers is 0.174. It means that there is negligible positive correlation between organizational climate of the private schools & Job satisfaction of Private school elementary teachers. So the hypothesis “*There is no significant effect of organizational climate of elementary schools on job satisfaction of private school teachers.*” is accepted. It means that job satisfaction of elementary teachers is not affected by organizational climate.

**Section 2: Effect of organizational climate of Elementary Schools on job satisfaction of Govt. school teachers.**

**Objective:** To study the effect of organizational climate of elementary schools on job satisfaction of Govt. school teachers.

**Table: 4.2**

Group	No.	Mean	S.D	r-Value	Level of Significance	Remark
Organizational Climate (Govt. school teachers)	50	214.52	12.79	0.200	0.05	Not Significant
Job satisfaction (Govt. School teachers)	50	190.7	9.84			

**Interpretation:-** Table 4.2 reveals the relationship between organizational climate of elementary schools and job satisfaction of Govt. School elementary teachers. The calculated mean of organizational climate of elementary schools and job satisfaction is 214.52 & 190.7 respectively. It means that there is negligible positive correlation between organizational climate of Govt. Schools and job satisfaction of Govt. Schools teachers. So the null hypothesis *“There is no significant effect of organizational climate of elementary schools on job satisfaction of Govt. school teachers.”* is retained. Thus organizational climate is not correlated with job satisfaction of Govt. school elementary teachers.

### **Section 3: Effect of organizational climate of Elementary Schools on job satisfaction of male teachers.**

**Objective:-** To study the effect of organizational climate of elementary schools on job satisfaction of male teachers.

**Table: 4.3**

Group	No.	Mean	S.D	r- Value	Level of Significance	Remark
Organizational Climate (male teachers)	50	204.54	17.28	0.052	0.05	Not Significant
Job satisfaction (male teachers)	50	191.76	9.19			

**Interpretation:** Table 4.3 shows the relationship between organization climate of elementary schools and job satisfaction of male teachers. This table indicates that there is negligible positive correlation between organizational climate of elementary schools on job satisfaction of male teachers. So the null hypothesis *“There is no significant effect of organizational climate of elementary schools on job satisfaction of male teachers.”* is retained. It means that the organizational climate and job satisfaction of male teachers are not significantly correlated to each other.

### **Section 4: Effect of organizational climate of Elementary Schools on job satisfaction of female teachers.**

**Objective:-** To study the effect of organizational climate of elementary schools on job satisfaction of female teachers.

**Table: 4.4**

Group	No.	Mean	S.D	r- Value	Level of Significance	Remark
Organizational Climate (female teachers)	50	201.52	19.01	0.039	0.05	Not Significant
Job satisfaction (Govt. School teachers)	50	187.52	12.71			

**Interpretation:** The result of Table 4.4 indicates that the relationship between organizational climate of elementary schools on job satisfaction of female teachers. The value of 'r' comes out to be 0.039. It means that there is negligible positive correlation between organizational climate of elementary schools and job satisfaction of female teachers. So the null hypothesis *“There is no significant effect of organizational climate of elementary schools on job satisfaction of female teachers.”* is retained. It means that the organizational climate of elementary schools and job satisfaction of female teachers are not significantly correlated to each other.

### Conclusion

Finally this research concluded that the organizational climate of a school is not significantly correlated with the job satisfaction of teachers. So, job satisfaction of teachers is not influenced by the organizational climate of that particular school. Although the present study reveals some important educational implications for teachers, principals, administrators, policy-makers, and school authorities. This study implied that principal as a school leader should maintain or create a healthy climate in school organization to enhance better job performance among teachers by dwelling more on human behavior. Principal needs to demonstrate more leadership behavior than managerial behavior. The study would help to the teachers, workers and employers for providing feeling of co – operation, mutual understanding faithfulness, dignity of work so that the organization climate can be improved. Therefore, the study of job satisfaction is more valuable to administrators and policy makers, who frame policies, take decisions and create conditions in which teachers try to maximize their potential and thus derive greater job satisfaction. In this way, we can say that organization climate plays a very important part in the Job satisfaction of employees.

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