

Impact of Organizational Climate in terms of type of area and type of administration on Job Satisfaction among school teachers.

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Abstract:

Organizational climate refers to the work environment of an individual. It is an important factor which decides the productivity of an institution or organization. Studies in the area of organizational climate indicates that it has due impact on job satisfaction level among the workers of an organization. A sample of 496 school teachers was selected to assess the impact of organizational climate on job satisfaction. The data when analyzed using mean, S.D and ANOVA revealed that organizational climate has an impact on job satisfaction of school teachers.

Keywords: Organizational climate, area, type of administration, job satisfaction.

Introduction

Organizational climate refers to the work environment perceived by an individual. It is not easy to define organizational climate as it is the perception of workers working in it. Studies revealed that organizational climate has significant relationship with the work commitment, job satisfaction of workers as well as productivity of the organization. The climate of the organization wherein due regard is given to its workers, full involvement in decision making and chance of expression of ideas is provided better results in terms of productivity, output and growth can be observed.

Organizational climate has a significant impact on quality of work of workers and their well-being. A good organizational climate helps to motivate the workers and has powerful impact on many factors like output, interpersonal relationships etc. One of the important factors which is related to organizational climate is job satisfaction of employees working in that organization.

Job satisfaction is the satisfaction which one derives from job. Schneider and Snyder (1975) advocated that job satisfaction is the personal perception of condition of an individual that occur because of job. Bhuiyan and Menguc (2002) stated that job satisfaction is the degree to which an individual makes sense positively or negatively about the different aspects of his job. No doubt a precise and unitary definition does not exist but job satisfaction is one of the important factor in an organization which is directly or indirectly related to productivity.

Many studies were conducted to see the relationship of organizational climate with job satisfaction and the results revealed that organizational climate and job satisfaction are related to each other in many cases. In a study by Gupta (2018) male teachers were found more satisfied than their female counterparts in relation to their organizational climate. Kumar (2015) found positive and significant relationship between organizational climate and job satisfaction. Job satisfaction among teachers under different work climates differs significantly from each other (Lenka, Chandra & Gupta, 2015). Moderate job satisfaction among female teachers and an impact of working environment on their job satisfaction can be seen (Moorthy, 2013).

Review of literature

Rani & Rani (2014) conducted a study to see the influence of organizational climate of 100 elementary school teachers of Haryana on their job satisfaction. 100 teachers (50 government school teachers (25 male and 25 female teachers) and 50 Private school teachers with same distribution as in case of government teachers) were selected as sample. Job satisfaction scale prepared by Meera Dixit and organizational climate inventory developed by Som Nath Chattopadhyay was used. Data was analyzed using mean, SD, correlation and t-test. Study revealed that organizational climate is negligibly correlated with job satisfaction and there is no significant impact of organizational climate on job satisfaction. Bala (2015) found a significant difference in job satisfaction among secondary school teachers in different organizational climate of secondary schools of Himachal Pradesh. Rani & Rani (2014) found negative relationship between organizational climate and job satisfaction and no impact of organizational climate on job satisfaction was observed. However Badoni & Chandra (2010) in the past study assessed that some dimensions of organizational climate are significantly related to job satisfaction, and some dimensions exhibit insignificant relationship too.

Chamran (2017) investigated the influence of climate of school on job satisfaction among teachers of English language in Iran. 128 EFL teachers were selected as sample. To find level of job satisfaction and organizational climate two scales were used. Interview technique was also used for collecting data from 12 respondents. t-test, correlation, regression were used to analyze the collected data. It was assessed that public and private school teachers of Iran were not satisfied in terms of their job and according to them the climate of their work place was not suitable.

Asari, Abdullah & Wibowo (2018) investigated the impact of organizational climate, personality and job satisfaction of public vocational high school employees on organizational citizenship behaviour on a sample of 212 teachers. It was revealed that there is positive influence of organizational climate on job satisfaction of teachers.

Suriansyah & Aslamiah (2018) investigated job satisfaction in relation to school climate. A sample of 247 respondents from different schools was taken for study. Results of study revealed that climate of school have an influence on job satisfaction of teachers.

Objective of the study

The objective of the study is to assess the significance of impact of Organizational climate in terms of type of area and type of administration on Job Satisfaction of secondary school teachers.

Hypothesis

There exist no significant main and joint interaction between Organizational Climate in terms of type of area and type of administration with Job Satisfaction as dependent variable of secondary school teachers.

Methodology

Sample

A sample of 496 secondary school teachers working in Jammu district of J&k was selected for the study.

Tool used

Organizational climate scale by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar. and Job satisfaction questionnaire by Dr.(Mrs.) Nasrin (Aligarh) and Dr.(Mrs.) Afshan Anees (Aligarh). were the tool used

Analysis

A sample of 496 secondary school teachers was selected from Jammu district of J&K. The obtained data was classified in terms of good and poor organizational climate using mean and standard deviation and finally a sample of 496 was used for analysis so as to obtain the results. Mean, S.D and ANOVA was used to analyze the data obtained.

Testing of null Hypothesis for significance of interaction between organizational climate in terms of area and type of administration with Job Satisfaction as dependent variable

Table no. 1 : Between-Subjects Factors

		Value Label	N
Type of Area	0	Rural	267
	1	Urban	229
Type of Administration	0	Private	257
	1	Govt.	239
Organizational Climate	1	Poor	286
	2	Good	210

Table no.1 shows the data in terms of good organizational and poor organizational climate. The data for the present study was collected from both rural as well as urban area. Also during collection of data due importance was given to the type of administration (Government or Private schools). Here in above table 0 represents rural area, private administration whereas 1 represents urban area and government administered school. Similarly for organizational climate 1 and 2 represents poor and good organizational climate respectively.

Test of Between- Subject Effects, (Dependent Variable: Job Satisfaction)

In order to test the hypothesis ANOVA was used. Table N0.2 given below represents the various values of F.

Reporting. A three-way analysis of variance was conducted to test the influence of three independent variables (Area, Type of administration, and organizational climate) on the job satisfaction scores of teachers in different secondary schools of Jammu district of Jammu and Kashmir.

Area type include two levels (rural, urban), type of administration included (govt., private) and organization climate included (poor and good). One main effect organizational climate, all two factor interaction and three factor interactions were statistically significant at the .05 significance level except for the main effects type of area and type of administration.

The main effect organization climate yielded an F ratio of $F(1, 496) = 221.356, p < .001$, indicating a significant difference between poor organizational climate ($< = 99$) & good organizational climate ($> = 122$).

The Two factor interactions, area and type of administration $F(1, 496) = 32.987, p < 0.001$, area and organizational climate $F(1, 496) = 46.017, p < 0.001$, type of administration and organizational climate $F(1, 496) = 19.149, p <$

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	55174.616 ^a	7	7882.088	48.544	.000
Intercept	1.459E7	1	1.459E7	8.987E4	.000
Type of Area	52.774	1	52.774	.325	.569
Type of Administration.	276.308	1	276.308	1.702	.193
Organizational climate.	35941.562	1	35941.562	221.356	.000
Type of Area *Type of Administration.	5356.058	1	5356.058	32.987	.000
Type of Area*Organizational climate	7471.718	1	7471.718	46.017	.000
Type of Administration*Organizational climate.	3109.286	1	3109.286	19.149	.000
Type of Area * Type of Administration *Organizational climate.	2413.690	1	2413.690	14.865	.000
Error	79236.409	488	162.370		
Total	1.533E7	496			
Corrected Total	134411.024	495			

a. R Squared = .410 (Adjusted R Squared = .402)

0.001, were significantly effects the job satisfaction scores of teachers.

Finally, the three factor interaction area, type of administration and organizational climate $F(1, 496) = 14.865, p = 0.004$, jointly effects the job satisfaction status of the teachers.

The findings are in line with the results obtained earlier by Chamran (2017), Asari, Abdullah & Wibowo (2018) & Suriansyah & Aslamiah (2018) but are against the results of investigation obtained by Rani & Rani (2014).

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