



ORGANIZATIONAL CLIMATE AND JOB SATISFACTION OF THE TEACHERS.

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ABSTRACT Teachers are considered as the nation builders. They will be able to discharge their duties properly when they are satisfied with their jobs. Many of the research works reported that in Indian context, teachers are not able to perform their duties always as they aren't satisfied with their jobs. There may be number of reasons behind the dissatisfaction with their jobs, but one of the most important reasons is the organizational climate of the institution where he or she works.

Organizational climate can be pictured as a personality sketch of the institution. It includes physical and material resources, emotional tone and attitudes of teachers, interaction between teachers and students, interaction among students, rules and regulations of the institutions etc. This paper tries to correlate the behaviour dimensions and types of organizational climate and suggests how to develop the working climate of an institution where teachers' job satisfaction will be higher.

KEYWORDS : Organizational Climate, Job satisfaction.

Introduction

Teachers are the engineers of man making industry who carry the responsibilities of making a nation socially, economically, politically and culturally sound on their shoulders. Kothari Commission (1964-66) has rightly remarked that 'the destiny of India is being shaped in her class rooms'. Since the destiny of India is being shaped in her class rooms, no doubt the destiny makers are no other than teachers. If the destiny makers are not satisfied with their jobs, how can they discharge their multifarious duties to make a well developed nation?

Many of the research works reported that in Indian context, teachers are not able to perform their duties always as they aren't satisfied with their jobs. There may be number of reasons behind the dissatisfaction with their jobs, but one of the most important reasons is the organizational climate of the institution where he or she works.

Concept of Organizational Climate

Organizational climate can be pictured as a personality sketch of the institution, as personality describes an individual, so climate defines the essence of an institution (Sharma, 1982). The organizational climate may be defined as a set of measurable properties of the work environment, perceived directly or indirectly by the people who live and work in that environment, which influences their motivation. Organizational climate includes physical and material resources, emotional tone and attitudes of teachers, interaction between teachers and students, interaction among students, rules and regulations of the institutions. It also consists of clarity of aims and objectives of the institution, discipline, clear set of standards, excellence, fairness, participation, support, responsibility, safety, interest and environment.

Dimensions of Organizational Climate

The organizational climate has four major dimensions i.e. Physical climate, Social climate, Affective climate and Academic climate. Social Climate is further divided into six categories which can be represented diagrammatically as follows:

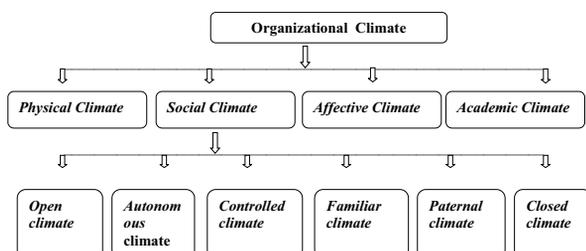


Figure : 1- Dimensions of Organizational climate

Physical Climate : Good physical climate includes, adequate building, comfortable seating arrangement for students and teachers, clean and neat campus, open area, games and sports facilities, furniture, proper arrangement for light and air, civil amenities etc.

Social Climate: The social climate of institution includes active communication between teachers and students, collegial relationship among principal, teachers and students, collective decision making, conflict resolution etc.

Affective Climate: The affective climate of the institution includes teachers interaction with all students in caring, supportive, responsive and respectful manner, mutual trust between students and teachers, sense of belongingness, respect of individual differences etc.

Academic Climate: Academic climate includes emphasis on academic tasks, teaching methods suited to individual needs, monitoring of academic progress of whole class, prompt communication of results to students, emphasis on achievements and performance, availability of competent teachers.

Among these four dimensions, the most important one is social climate which can be again categorized on the basis of the behavior patterns of the group (teachers) and the leader(principal).

Dimensions of Behaviour pattern in relation to Organizational Climate

The behaviour patterns can be categorized under two heads as follows :

A) Group behaviour characteristics (Teachers' behaviour)

- i) *Disengagement* – It refers to the teachers' tendency to be 'not with it'. This dimension describes a group which is 'going through the motions' or a group that is 'not in gear' with respect to task at hand.
- ii) *Alienation* – It refers to the behaviour patterns among the teachers including the head of the institution (Principal) which are characterized highly formal and impersonal. It reveals the degree to which the principal 'goes by the book' and adheres to policies rather than dealing with the teachers in an informal and face to face situation. It also indicates the emotional distance between the teachers and the principal, and at the same time, among the teachers.
- iii) *Esprit* – It refers to morale. The teachers feel that their social needs are being satisfied and that they are at the same time enjoying a sense of accomplishment in their job.
- iv) *Intimacy* – It refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social needs satisfaction which is not necessary associated with task-accomplishment.

B) Leader Behaviour Characteristics (Principal's behaviour)

- i) *Psycho-physical Hindrance* – It refers to the feeling among the group members that the principal burdens them with routine duties, management demands and other administrative requirements which they consider as unnecessary. At the same time they perceive the principal as highly dictatorial in behaviour.
- ii) *Control* – It refers to the degree to which the principal's behaviour can be categorized as bureaucratic and impersonal in nature,

although task oriented in behaviour, the extent which he tries to raise the degree of effectiveness and efficiency by helping the group work towards the common goal by providing adequate operational guidance and secretarial services.

- iii) *Production Emphasis* – It refers to behaviour by the principal which is characterized by close supervision of the staff. He is highly directive and plays the role of a 'straw boss.' His communication tends to go in only one direction, and he is not sensitive to feedback from the staff.
- iv) *Humanized Thrust* – It refers to the behaviour of principal which is marked by his attempts to motivate the teachers through personal example. He does not ask the teachers to give themselves any more than they willingly give themselves. The behaviour of the principal though unmistakably task-oriented, is at the same time characterized by an inclination to treat the teachers humanly and tender – heartedly. He attempts to do something extra for them in humanistic terms and consequently his behaviour is viewed favourably by the teachers.

Different types of Social Climate and Job Satisfaction of the teachers

The term 'Job satisfaction' refers to the perceived feelings of an employee towards his job. It is a psychological feeling and has both rational and emotional elements. There are number of factors identified by different researchers which are related to job satisfaction. Some of the common variables are – salary, promotion, working environment, opportunities for advancement, congenial working conditions, job security, satisfaction with authorities, workload, physical facilities provided by the institution etc. Among these one of the most important variables is organizational climate of an educational institution which is directly related to the level of job satisfaction of the teachers.

On the basis of the behavior patterns, the organizational climate of an educational institution may be categorized under the following six heads which determine the level of job satisfaction of the teachers:

Open climate describes the openness and authenticity of interaction that exists among the principal, teachers, students and parents. Hoy and Sabo (1998) state that an open climate reflects the principal's and teachers' cooperatives, supportive and receptive attitudes to each other's ideas and their commitment to work. The principal shows genuine concern for teachers, motivates and encourages staff members, gives the staff freedom to carry out their duties in the best way they know, and does not allow routine duties to disrupt teachers' instructional responsibilities. They care, respect and help one another as colleagues and even at a personal level (Halpin 1966). The level of job satisfaction of the teachers in this type of climate is very high.

Autonomous climate portrays an atmosphere where teachers are given a good measure of freedom to operate in the institution. The principal models enthusiasm and diligence. Both teachers and students are happy. There is no external threat or influence. Teachers have great desire to work and students are highly motivated to learn. The level of job satisfaction of the teachers in this type of climate is high.

Controlled climate refers that type of climate, the major characteristic of which is hard work. The principal often employs a direct approach, keeps his/her distance from teachers, students and parents in order to avoid familiarity. In this type of climate most of the teachers are not satisfied with their job but few of them who are escapists enjoy their job since the principal maintains distance from them and doesn't assign any work.

Familiar climate depicts a laissez-faire atmosphere. The principal is concerned about maintaining a friendly atmosphere at the expense of task accomplishment. Thus, a considerable percentage of teachers are not committed to their primary assignment. Some who are committed resent the way the principal runs the college. Familiarity between the principal and teachers is so much that the college work suffers. The committed teachers who want to maintain the quality of education as well as the dignity of the institution, they are dissatisfied with their jobs in this type of climate.

Paternal climate depicts an atmosphere where the principal is very hard working, but has no effect on the staff. There is a degree of closeness between the principal and teachers, but the principal's expectation from teachers is rather impractical. All the same, he/she is

considerate and energetic, but his/her leadership approach is benevolently autocratic. As a result, most teachers, students and parents prefer to maintain distance from the principal. Here the level of job satisfaction of the teachers is moderate.

Closed climate represents the 'antithesis of the open climate'. The main characteristic of this type of climate identified by Halpin (1966) is lack of commitment and/or non-productivity on the part of the principal and teachers. The principal is rigid and controlling, inconsiderate, unsupportive and unresponsive. Consequently, most teachers are frustrated, ineffective, and lack of respect for the principal. The teachers are completely dissatisfied with their jobs.

Conclusion

The research studies undertaken by Prakasham, D. (1988), Mittal, J.P. (1989), Natarajan, R. (1992), reported that the type of organizational climate and teachers' job satisfaction are closely related. Since Open type of climate and Autonomous climate provide more job satisfaction to the teachers, it is expected that the administrative bodies of the educational institutions should look after to create these types of climates.

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