



RELATIONSHIP BETWEEN PRIMARY TEACHERS' JOB SATISFACTION AND THEIR ORGANIZATIONAL CLIMATE IN KHARAGPUR-I, DISTRICT PASCHIM MEDINIPUR

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ABSTRACT Present study focuses on primary school teachers who teach students from class I to IV in Kharagpur-I. Simple random sampling technique was adopted and 150 primary teachers (110 non-government and 40 government) of 45 primary schools (30 non-government and 15 government) situated in the Block of Kharagpur-I, district Paschim Medinipur in West Bengal were selected. Standardized tools Teacher's Job Satisfaction Scale (For Primary School Teachers) by Saxena, S. K. (1994) and School Organizational Climate Description Questionnaire (SOCQ) by Sharma, M. (1973) were used. The obtained data analyzed by Pearson's Correlation Coefficient (r) were computed and tested for statistical significance when t -value ($t_r = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$) equaled or exceeded the t -critical value in the t -distribution table. It was found that there was significant relationship between primary teachers' job satisfaction and their organizational climate with its dimension of esprit, intimacy, and Production Emphasis. Moreover, statistically there was significant relationship between primary teachers' job satisfaction and their organizational climate ($t_{obs} = 2.98 > t_{0.01}$, $148 = 2.61$).

KEYWORDS : Job Satisfaction, Organizational Climate, Primary Teacher

INTRODUCTION

The role of a teacher in the educational process is always challenging and dynamic. The teacher's work is not only transmission of knowledge but it is something more. Good teachers are cornerstones of quality education. On a daily basis, teachers contribute to sustainable development by building its human foundation – nurturing each child's capacity and desire to learn. Without teachers, Education for All (EFA) would be an unobtainable dream. Indian Education Commission (1964-66) recommended, "...of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavours must ultimately depend."

Wilson and Rosenfeld (1990) pointed out that positive and negative attitude towards work may exert powerful effect on many forms of organizational behaviour. Job satisfaction is very important in an organization because if employees are not satisfied, their work, performance, productivity, commitment as well as the interpersonal relationships among the management and their subordinates tend to be lowered. A teacher can work adequately for the progressive development of an institution, only when s/he feels satisfied with the job. Job satisfaction plays a very important role in our everyday life, both for employees and organizations. Organizations have significant effect on all employees and how they feel at work is reflected in their jobs as well teaching profession.

REVIEW OF RELATED LITERATURE

Jiang et al. (2019) found statistically significant relationships between teacher empowerment, job satisfaction and organizational climate. Valdez et al (2019) revealed that teacher profile such as age, marital status, educational attainment and teaching experience are having positive and significant relation to organizational climate and job satisfaction. Bakotic (2016) showed that job satisfaction determines organizational performance, rather than organizational performance determining job satisfaction. Rani and Rani (2014) found that job satisfaction of elementary teachers is not affected by organizational climate. Sankar, R. and Subiah, S (2013) revealed that there is no significant difference between job satisfaction and organizational climate. The association between job satisfaction of teachers and organizational climate was strong and significant (Asadi, 2015; Mousavi, 2012 and Ramatulasma, 2002). Sharma (1974) found that teacher's satisfaction was significantly positive related with esprit, humanized thrust and controls and significantly negative correlated with disengagement and psycho – physical hindrance. But he did not find any significant relationship between teachers' satisfaction and the remaining three dimensions of climate, namely, alienation, intimacy and production emphasis.

From the review, it has been found that there is different research done

on relationship study between teachers' job satisfaction and their organizational climate. So the fact that this relationship study on mainstream teachers' job satisfaction and their organizational climate with its dimensions is unique in micro level of education. Hence, this study is very much needful.

OPERATIONAL DEFINITIONS

'Primary teachers' means people who are employed as an employee in the non-government and government primary schools. Job satisfaction implies the attitude of teacher towards his/her job. From educational point of view, the organizational climate is the blend of teacher's behavior and headmaster/headmistress behaviour. Four aspects of teacher's interactions (disengagement, alienation, esprit, intimacy) and four aspects of headmaster/headmistress's leadership behaviour (psycho-physical hindrance, control, production emphasis and humanized thrust) are selected as the conceptual foundation for the analysis of organizational climate.

OBJECTIVES

To study the relationship between primary teachers' job satisfaction and their organizational climate i. e., disengagement, alienation, esprit, intimacy, psycho-physical hindrance, control, production emphasis and humanized thrust.

HYPOTHESIS

H_{01} : There is no significant relationship between primary teachers' job satisfaction and their organizational climate.

OPERATIONALIZATION OF VARIABLES

The research work is based on two major constructs, namely job satisfaction and organizational climate, that is,

$$Y = f(X)$$

Where Y = Job Satisfaction

X = Organizational Climate

However, both dependent (Y) and independent (X) variables are used in the present study.

SAMPLE

Simple random sampling technique was used. The sample for present study consisted of 150 primary teachers (110 non-govt. and 40 govt.) of 45 primary schools (30 non-govt. and 15 govt.) of Kharagpur-I, district Paschim Medinipur in West Bengal.

TOOLS

1. Teacher's Job Satisfaction Scale (For Primary School Teachers) by Saxena, S. K. (1994).
2. School Organizational Climate Descriptive Questionnaire (SOCQ) by Sharma (1973). It was locally adapted in Bengali version from English version by Chakraborty, M (1986). No difference was found between the distribution of schools on different climates in those two samples - Bengali version SOCQ

(Chakraborty, 1986) and English version SOCDQ (Sharma, 1973) drawn from two different provinces of India. It showed the aptness of the applicability of Bengali version of the tool SOCDQ in West Bengal (Chakraborty, M., p.126-128).

STATISTICAL TECHNIQUES

For quantitative analysis of data, Pearson's Correlation Coefficient (r) were computed and tested for statistical significance when the t-value ($t_r = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$) equals or exceeds the t critical value in the t distribution table.

ANALYSIS AND INTERPRETATION

Table1: Relationship between Primary Teachers' Job Satisfaction and their Organizational Climate

Variables			N	r	t-value
Job Satisfaction of Primary Teachers	Organizational Climate				
D I M E N T I O N S	Group Behaviour	Disengagement	150	0.001	0.012
		Alienation		0.12	1.45
		Esprit		-0.21	2.51*
	Leader Behaviour	Intimacy		-0.35	4.14**
		Psycho-Physical Hindrance		-0.008	0.97
		Control		0.05	0.61
	Production Emphasis			-0.26	3.095**
	Humanized Thrust			-0.13	1.56
	Total			-0.24	2.98**

* Significance at 0.05 level and ** Significance at 0.01 level

There is significant relationship between job satisfaction of primary teachers with dimensions of esprit ($t_{obs}=2.51 > t_{0.05}, 148=1.98$), intimacy ($t_{obs}=4.14 > t_{0.01}, 148=2.61$) and production emphasis ($t_{obs}=3.095 > t_{0.01}, 148=2.61$) in their organizational climate.

There is no significant relationship between job satisfaction of primary teachers with dimensions of disengagement ($t_{obs}=0.012 < t_{0.05}, 148=1.98$), alienation ($t_{obs}=1.45 < t_{0.05}, 148=1.98$), psycho-physical hindrance ($t_{obs}=0.97 < t_{0.05}, 148=1.98$), control ($t_{obs}=0.61 < t_{0.05}, 148=1.98$) and humanized thrust ($t_{obs}=1.56 < t_{0.05}, 148=1.98$) in their organizational climate.

The co-efficient of correlation between primary teachers' job satisfaction and their organizational climate is shown in table 1 and it is observed that the calculated value ($r=-0.24$) is greater than the critical value (0.208). So the Null Hypothesis, H_0 : 'There is no significant relationship between primary teachers' job satisfaction and their organizational climate' is rejected at 0.01 level of significance. So it may be concluded that there is significant relationship between primary teachers' job satisfaction and their organizational climate ($t_{obs}=2.98 > t_{0.01}, 148=2.61$).

FINDINGS AND CONCLUSION

It is found that there is significant positive relationship between primary teachers' job satisfaction and their organizational climate with its dimension of esprit, intimacy, and production emphasis. Moreover, statistically there is significant relationship between job satisfaction of primary teachers and their organizational climate ($t_{obs}=2.98 > t_{0.01}, 148=2.61$). In this way, it can be said that organizational climate plays a very important part in the job satisfaction of teachers. This study implies that headmaster/headmistress as a school leader should maintain or create a healthy climate in school to enhance better job satisfaction among teachers. Although it reveals some educational implications for teachers, headmaster/headmistress, school authorities and educational personals, they should keep in their mind that emotional dissonance is associated with high emotional exhaustion, low organizational commitment and low job satisfaction.

RECOMMENDATIONS

The teachers' social-economic and professional needs should be satisfied and their enjoyment of friendly social relations with each other should be developed. On the other hand, head master/ head mistress should be sensitive to receive feedback from his/her staff.

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