



ORIGINAL RESEARCH PAPER

RELATIONSHIP BETWEEN JOB SATISFACTION OF PRIMARY TEACHER EDUCATORS AND ORGANIZATIONAL CLIMATE OF THEIR NON-GOVERNMENT AND GOVERNMENT INSTITUTIONS IN WEST BENGAL

Education

KEY WORDS: Primary Teacher Educators, Job Satisfaction, Organizational Climate

Goutam Maiti

Research Scholar (Ph.D.) in Education, University of Calcutta, West Bengal, India & Teacher of Kharagpur Priyanath Roy Vidyanyiketan (HS), Malancha, Rakhajungle, Kharagpur, Paschim Medinipur, 721301, West Bengal, India

ABSTRACT

The aim of this study reviewed the relationship between job satisfaction of teacher educators and their organizational climate of Primary Teacher Education Institutions. For this study the random sampling method was used. The total sample was comprised 200 (150 non-govt. & 50 govt.) Primary teacher educators in West Bengal. The tools used Teacher Educator Job Satisfaction Questionnaire by the investigator and School Organizational Climate Description Questionnaire (Sharma, 1973). For quantitative analysis of data, Mean, S D, Co-efficient of Correlation (r), t-test was applied. The study also revealed that (i) there was significant relation but statistically there was no significant relation between job satisfaction of non-government Primary teacher educators and organizational climate of their institutions in West Bengal and (ii) there was no significant relation between job satisfaction of government Primary teacher educators and organizational climate of their institutions in West Bengal.

Introduction

The importance of education was well organized in India, 'Swadeshe pujiyate raja, vidwan sarvatra pujiyate'. A king is honoured only in his own country, but one who is learned is honoured throughout the world. So teacher educator must be a king in the kingdom of his subject with his trainees as its willing citizens. Availability of adequate number of quality teacher educators will receive high priority during the 12th. Plan (2012-17). So the National Policy on Education (2016) emphasized that the key to improvement in quality of education is to have better qualified, better trained, better motivated and more accountable teachers.

The job satisfaction is as important in teaching profession as it is in any other profession. A teacher educator, who is happy with his job, plays a pivotal role in the upliftment of society. Well adjusted and satisfied teacher educators contribute a lot to the well being of his/her trainees. A dissatisfied teacher educator can become irritable and may create tensions which can have negative influence on the trainees in learning process. Teacher educators are responsible for producing quality teachers. The role of teacher educators is to prepare future teachers to be lifelong learners and educational workers to create learning society. As the teacher education institutions are social organizations, institutional climate depends not only on the principal and teacher educators as individuals, but also relationships between the principal and teacher educators; and their collective responsibilities with staff members. The teacher educators and their principals must share a relationship based on equality and mutual respect to create a better and positive organizational climate.

Literature Review

The researcher has reviewed a number of research studies conducted on job satisfaction and organizational climate. Bakotic, D. (2016) study shows that job satisfaction determines organizational performance, rather than organizational performance determining job satisfaction. Sharma, A. (2016) revealed that there was positive and highly significant correlation between teacher morale and organizational climate of urban and rural (aided and unaided) secondary schools. Sharma, S. (2015) found that job satisfaction is significantly related to organizational climate. Job satisfaction of elementary teachers is not affected by organizational climate (Rani, R. and Rani, P., 2014). Sankar, R. and Subiah, S (2013) found that there is no significant relationship between job satisfaction and organizational climate. The association between job satisfaction of teachers and organizational climate was strong and significant (Asadi, F., 2015; Mousavi, 2012; Ramatulasmma, K., 2002 and Natarajan, 2001). Giri and Kumar (2007) acknowledge in an investigation that organizational climate had a significant effect on job satisfaction and work motivation. Chakrabarty, M. (1986) study revealed that schools of different climate types were found to differ significantly in terms of job satisfaction of teachers. It is a fact that very little research has been done on relationship between organizational

climate of teacher education institutions and there teacher educators' job satisfaction. So the problem, "Relationship between Job Satisfaction of Primary Teacher Educators and Organizational Climate of their Non-Government and Government Institutions in West Bengal" has been selected.

Operational Description of Job Satisfaction and Organizational Climate

Job satisfaction means an attitude which results from a balancing and summation of many specific likes and dislikes experienced such as work itself, working condition, rapport, administration, personal consideration and general aspect in connection with teaching profession. On the other hand, **organizational climate** means the zeal and the tune of the institutions where Primary teacher educators interact and make interpersonal relationship.

Objectives

1. To study the relationship between job satisfaction of non-government Primary teacher educators and organizational climate of their institutions.
2. To study the relationship between job satisfaction of government Primary teacher educators and organizational climate of their institutions.

Hypotheses

- H₀1:** There is no significant relation between job satisfaction of non-government Primary teacher educators and organizational climate of their institutions.
- H₀2:** There is no significant relation between job satisfaction of government Primary teacher educators and organizational climate of their institutions.

Sample

National Council for Teacher Education recognized and West Bengal Board of Primary Education affiliated 44 Primary teacher education institutions and there 200 (150 non-govt. and 50 govt.) teacher educators were selected randomly and considered for the study.

Tools

1. Teacher Educator Job Satisfaction Questionnaire is developed by the investigator. Reliability of the tool was determined by the Split-half method. It was found to be 0.69 by the Pearson Product-Moment Correlation method. When calculated by Spearman-Brown Formula, co-efficient of reliability of the tool was 0.82. Validity of the tool was ensured by the experts' opinion.
2. The standardized tool School Organizational Climate Descriptive Questionnaire by Sharma (1973) was used to collected data and its applicability in the Primary Teacher Education Institutions in West Bengal was tested by Kolmogorov Smirnov Two Sample Test. It was found that the

sample of the study does not differ from sharma's sample in proportion distribution of climate is tenable.

Statistical Analysis

The relationship score of organizational climate and its dimensions Pearson's Correlation Coefficient (r) were computed and tested for statistically significant when the t-value

$$(t_r = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}})$$

Analysis and Interpretation

Table 1: Relationship between job satisfaction of non-government Primary teacher educators and organizational climate of their institutions

Non-Government Primary Teacher Education Institutions and there Teacher Educators					
Variables	Teachers(N)	Mean	S D	r	t
Job Satisfaction	150	71.50	7.86	0.15	1.83
Organizational Climate	150	161.47	19.17		

The above table 1 has shown that the relationship between job satisfaction of non- govt. Primary teacher educators and organizational climate of their institutions and it is observed that the calculated 'r' and table value is equal (r=0.15> r0.05, 148=0.15); but statistically its t-value (1.83) is less than the critical value (1.98). So the Null Hypothesis H01: there is no significant relation between job satisfaction of non-government Primary teacher educators and organizational climate of their institutions is accepted at 0.05 level of significance. So it may be said that there is no significant relation between job satisfaction of non-govt. Primary teacher educators and organizational climate of their institutions.

Table 2: Relationship between job satisfaction of government Primary teacher educators and organizational climate of their institutions

Government Primary Teacher Education Institutions and there Teacher Educators					
Variables	Teachers(N)	Mean	S D	r	t
Job Satisfaction	50	78.12	5.61	0.14	0.99
Organizational Climate	50	164.30	13.096		

The above table 2 has shown that the relationship between job satisfaction of govt. Primary teacher educators and organizational climate of their institutions and it is observed that the statistically calculated t-value (0.99) is less than the critical value (2.01). So the Null Hypothesis H02: there is no significant relation between job satisfaction of government Primary teacher educators and organizational climate of their institutions is accepted at 0.05 level of significance. So it may be said that there is no significant relation between job satisfaction of govt. Primary teacher educators and organizational climate of their institutions.

Conclusion

This article gives a vivid view on the essential relation between job satisfaction of Primary teacher educators and organizational climate of their institutions. It reveals that statistically there is no significant relation between job satisfaction of non government and government Primary teacher educators and organizational climate of their teacher education institutions. Hence, job satisfaction and organizational climate have positive and negative effects on teacher educators. Positive organizational climate is important for the smooth running of the organization in order to promote a high level performance and satisfaction among teacher educators. The management has the duty to make sure that the institutional climate is always positive to prevent job dissatisfaction among teacher educators and create a sense of well-being. The management can take certain actions to change the environment.

REFERENCES

- Asadi, F. (2015). Examine the Relationship between Organizational Climate and Job satisfaction among Teachers of Education Department of Tehran, City of Qods. Indian journal of Fundamental and Applied Life Sciences. Vol.5(52), pp. 3215-3224.
- Bakotic, D. (2016). Relationship between Job Satisfaction and Organizational Performance. Economic Research-Ekonomska Istrazivanja. Vol. 29, Issue 1, pp. 118-130.

- Best, J.W. and Khan, J.V (2011). Research in Education (10 th. edition), New Delhi, Prentice Hall of India Private Ltd.
- Chakraborty, M. (1986). To study the Organizational Climate of Secondary Schools in West Bengal and to correlate it with other Relevant Variable. Thesis for Ph.D. Degree in Education, University of Calcutta.
- Giri, V. N. and Kumar, B. P. (2007). Impact of Organizational Climate on Job Satisfaction and Work Motivation. Psychological Studies, 52(2), pp. 155-168.
- Mousavi, P. (2012). Examine the Relationship between Organizational Climate and Job Satisfaction among Teachers of Education Department of the Baharestan City of Tehran Province. Master Thesis of Educational Administration, Islamic Azad University of Eslamshar Branch
- Natarajan, R. (2001). School Organizational Climate and Job Satisfaction of Teachers: District Institute of Education and Training, Krishnagri, SA Journal of Indian Education. NCERT.
- National Policy on Education (1986/1992, 2016). Ministry of Human Resource Development, Govt. of India.
- Ramatulasma, K. and Rao, B.D. (2002). Job Satisfaction of Teacher Educator's. New Delhi. Discovery Publishing House.
- Rani, R. and Rani, P (2014). Influence of Organizational Climate of Elementary Schools on Job Satisfaction of Elementary Teachers. International Journal of Science, Environment and Technology, Vol. 3, No 2, 2014.
- Sankar, R. and Subiah, S. (2013). A Study on Relationship between Job Satisfaction and Organizational Climate. Journal of Innovation in Education and Psychology.
- Sharma, A. (2016). Study Teachers Morale in Relation to Organizational Climate of Urban and Rural Secondary Schools. Abhinav National Monthly Refereed Journal of Research in Arts and Education. Vol. 5, Issue 3.
- Sharma, M. (1978). Technical Handbook for School Organizational Climate Description Questionnaire. Surat (Gujrat), India.
- Sharma, M. (1973). An Investigation into Organizational Climate of Secondary Schools of Rajasthan. Unpublished Ph. D. Thesis. Centre for Advanced Study in Education. M. S. University of Baroda.
- Sharma, S. (2015). A Study to find Relation of Job Satisfaction with Organizational Climate and Socio-Economic Status. International Multidisciplinary E-Journal. Vol. IV, Issue-V. pp. 323-333.
- Twelfth Five Year Plan (2012-2017). Planning Commission. Government of India. Vol. III.