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## RELATION OF JOB SATISFACTION WITH ORGANIZATION CLIMATE AND SOCIO ECONOMIC STATUS OF TEACHER EDUCATOR

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### **ABSTRACT**

*The aim of the present study is to find out the relationship between job satisfaction of teacher educator with organization climate and socio-economic status. A sample of 321 teacher educator teaches in affiliated colleges of Panjab University, Chandigarh was selected through stratified random sampling for the present study. Statistical analysis was done through Coefficient of correlation. Standardized tools of reliability and validity were used for data collection. The result of the study revealed that job satisfaction is significantly related to organization climate so that attention to dimensions of organizational climate and planning on the basis of these dimensions cause to increase employees' satisfaction. The result also shows there is no significant relation between job satisfaction and socio economic status. The job dimensions such as freedom of work, participation in co-curricular activities, facilities available, opportunity of professional growth do not much impact on socio-economic status*

### **INTRODUCTION**

The job satisfaction, phrase refers to ones affective attitudes towards one's job. Joseph, and Keung (1996) has rightly observed: "Although there is no universally accepted definition of job satisfaction, most researchers agree that it is an attitude and an affective response by individuals resulting from their jobs". However various scholars

of organizational behavioral and applied psychology have provided insights for understanding the concept of job satisfaction. Locke (1976) gives a comprehensive definition of job satisfaction as involving cognitive affective and evaluative reactions or attitudes and states it is "a pleasurable

state of one's job or job experience". Cherniss (1995) points out "people can make their lives better or worse but what they think, how they feel and what they do are strongly shaped by the social contexts in which they live." Smith (1963), who propounded the Reference Theory of job satisfaction argued that every individual perceives in a unique way which may be different from the perception of others. Thus an individual has his own psycho – social matrix of factors, which constitute his psychological frame of reference. Within this frame of reference, he perceives a job to be satisfactory or otherwise. This frame of reference of the individual is changeable and not fixed one; (ii) that it is not an absolute one but it is always relative to the alternatives available.

The institution is web of interaction among people who live and work together in a particular way. This interaction environment of the institution leads to organizational climate. The term 'organizational climate' refers to the overall atmosphere in an organization, which includes the members to play the role with varying degree of effectiveness. The organizational climate represents

the entire social system of a workgroup. The term 'Organizational climate' has been variously understood in many ways such as 'the feel', 'the atmosphere', 'the environment', 'the zeal', 'the condition prevailing' and 'the tone of the institution'.

Organizational climate in an institution means an interpersonal relationship with the group (staff) and between the group and its leaders (principal). The term organizational climate was used for the first time by Cornell (1955). He defined organizational climate as "a delicate blending of interpretation by persons in the organization, of their jobs or roles, in relationship to others and their interpretation of the roles of others in the organizations". Sinclair (1970) used educational environment as synonymous to organizational climate. He stated that the term educational environment refers to the conditions, forces and external stimuli that foster the development of individual characteristics.

Socioeconomic status (SES) is the measure of the influence that the social environment has on individuals, families, communities, and schools. In many ways SES is related to the concept of social class. Both have financial stability as a foundation for classification. Both are

important to a child's optimal development and an adult's satisfaction with life. However, the concept of social class is considered to be continuous throughout one's lifetime and from one generation to the next. The SES classifications are established in an effort to find the means of identifying and changing inequalities. In addition, social class has economic differences as a primary influence. The concept of SES considers other influences such as the chance for social or economic advancement, influence on policy, availability of resources, and prestige of the primary occupation.

### Review of literature

Indhumathi (2011), investigating the job satisfaction and performance of 444 teachers at the secondary level were selected randomly, it was found that there was a significant relationship between job satisfaction and performance and the teachers in different categories of schools differed significantly in both job satisfaction and teaching performance..Castro, M., & Martins, N. (2010) A stepwise regression was conducted and nine dimensions of organisational climate were found to predict job satisfaction. The results indicated a strong positive correlation ( $r =$

0.813,  $p < 0.01$ ) between organisational climate and the dependent variable of job satisfaction..The findings of this study indicated a positive relationship between organisational climate scores and job satisfaction scores and thus, regardless of how the dimensions are perceived, organisational climate has an influence on job satisfaction.Adenike A (2011)The study aim to explore organizational climate as a predictor of employee job satisfaction of academic staff from a private Nigerian University. The study of the antecedents of job satisfaction is important because of the role it plays in job satisfaction of employees which in turn affects organizational productivity. It also serves as eye opener to conduct the research into other zones in Nigeria to see whether their organizational climate in relation to job satisfaction of the academics in those places will differ from what we have in the south-west Nigeria.

(Karsh, Bookse and Sainfort,(2005).Organizational work pressure, having a work schedule that meets one's needs, feeling physically safe at work, receiving feedback and organizational quality environment indirectly affect intention to leave through employee job satisfaction and commitment Farzan (2010) in the scholarly study entitled "the relationship between job satisfaction and

organizational commitment of Mapna Company employee” concluded that there is significant relationship between job satisfaction and organizational commitment, and between each of the variables formed of job satisfaction including organizational factors, supervising, wages and benefits, environmental factors and contributors and organizational commitments

### **NEED FOR THE PRESENT STUDY**

The ultimate process of education could be simplified as a meaningful interaction between the teacher and the taught. The teacher-pupil relation is in the fore front and other relevant contributors are in the background. This fact emphasizes the role of the teacher in learning and educating. The teacher thus plays a direct and a crucial role in moulding a pupil towards education. Recent research has identified teacher quality as the most important variable in increasing student achievement. The effect of the teacher educators on pupil teacher achievement has been shown to be greater than effects due to his job satisfaction ,organization climate and socio-economic status. Since a teacher is a role model for the students, job satisfaction and eventually the performance of a teacher becomes very vital in the field of education. Thus the researcher felt the need to investigate the job satisfaction

relate with socio-economic status and organisation climate of teacher educators Of colleges of education . Thus, the objectives of the present study are as follows:

- To investigate if there is any significant relationship between the job satisfaction and socio-economic status.
- To investigate if there is any significant relation in job satisfaction and organisation climate.

### **OBJECTIVES OF THE STUDY**

- 1.To study the relationship between job satisfaction and socio economic status of teacher educators of colleges of education affiliated to the Panjab University Chandigarh.
2. To study the relationship between job satisfaction and organization climate of teacher educators of colleges of education affiliated to the Panjab University Chandigarh.

### **HYPOTHESIS OF THE STUDY**

There will be no significant relationship between job satisfaction and socio economic status of teacher educators of colleges of education affiliated to the Panjab University Chandigarh.

There will be no significant relationship between job satisfaction and organization climate of teacher educators of colleges of education affiliated to the Panjab University Chandigarh.

## **METHODOLOGY**

### **SAMPLE**

The present study was conducted on a stratified random sample of 321 teacher educators teaching in the colleges of education affiliated to the Panjab University Chandigarh.

### **TOOLS**

Job Satisfaction Scale (Bishy, 1996).

There were in all 25 items in the scale. Each item in this scale was provided with five alternatives. Strongly agree, agree, undecided, disagree and strongly disagree. The minimum-maximum score range was 25 to 125. The scale consisted 12 positive items reflecting higher degree of job satisfaction. The 13 negative items were reflected the lower degree of job satisfaction hence the order of weightage to the alternative response was reverse in ascending order. The split-half reliability of the scale, applying the Spearman – Brown prophecy formula was found to be .67 (N = 100) with an

“index of reliability of .82. The test-retest reliability of the scale was also calculated. It was .75 (N = 60), with an index of reliability of .86. The face validity of the measures was fairly high. The content validity was ensured as the items of the scale has been 100% agreement amongst judges regarding their relevance to teacher’s job satisfaction. It was found to be 0.77.

Organizational Climate Inventory (Chatopadhaya and Aggarwal 1988)

It comprised of 70 items. The 70 items thus formed independent 11 scales. For computing item validity correlations with total organization climate scores were computed. These correlations show that all items had highly significant correlation with total OC score; being .001 on 68 out of 72 items. In this inventory split-half reliability was worked out. Reliability co-efficient by Spearman-Brown Formula was .898 which shows that there was high internal consistency in the instrument and hence it was highly reliable

### **SOCIO-ECONOMIC STATUS SCALE**

(KULSHRESTHA,1998).

This scale measures the status of the family, professional levels, caste, total monthly income, etc. In other words the scale collects information regarding the

following component variables. Parents and siblings occupation, Parental and siblings education, Economic indicators, Cultural indicators.

## **STATISTICAL TECHNIQUES USED**

### **COEFFICIENT OF CORRELATION**

### **OPERATIONAL DEFINITION OF THE TERM USED**

#### **JOB SATISFACTION**

It measures the job dimensions such as freedom of work, participation in co-curricular activities, facilities available, opportunity of professional growth, relationship with head and other colleagues, salary and other benefits and social prestige of the job. Its measurement are the scores on the Job Satisfaction Scale by Bisby (1996).

#### **(iv) ORGANIZATIONAL CLIMATE**

An organizations an outcome of societal system. An organization has a structure; it reflects class relation: it has roles; ownership is defined in definite terms. It also has specific goals and there are varying size of

organizations. The term climate means culture, atmosphere, feel and tone. The various elements of an organization contribute to the psychological environment in an organization, which is the climate of the organization eg. sex, age, warmth, performance responsibility conflict resolution etc. Thus organization climate is an outcome of an interplay between a number of variable of the societal system, the organization and individual members. Its measurement are the scores on organizational climate inventory by Chattopadhyay and Aggarwal (1988)

#### **Teacher Educators:**

The phrase refers to those teachers, who are employed as teacher educators in Colleges of Education affiliated to the P.U. University, Chandigarh.

#### **SOCIO-ECONOMIC STATUS**

It is the measurement of family professional level, income, caste, facilities available in the family etc. Its measurement are the scores on Socio-Economic Status Kulshrestha (1998).

## **RESULT AND DISCUSSION**

### **Table A**

Coefficient of correlation of job satisfaction and socio economic status

Variable 1	Variable 2	Correlation	Significant Level
job satisfaction	socio economic status	0.060	Not significant

It show that job satisfaction of teacher educators is not significantly correlated with socio economics status. It is evident from table A that job satisfaction and Socio-Economic Status not significantly related with each other as the obtained correlation is .060. The corelation between job satisfaction and Socio-Economic Status is very low score in this study which shows job satisfaction does not much relate with Socio-Economic Status i.e high job satisfaction does not lead to high to Socio-Economic Status,so job dimensions such as freedom of work, participation in co-curricular activities, facilities available, opportunity of professional growth, relationship with head and other colleagues, salary and other benefits and social prestige of the job do not

much impact on socio-economic status .nevertheless there is slight impact of socio-economic status on the satisfaction of teacher educators. If we come to know the actual condition of socio-economic status of teacher educators then we can drive that teachers having positive socio-economic factor have positive impact on their satisfaction and vice versa. If job satisfaction is associated with socioeconomic conditions then teachers can perform their duties whole heartedly and end product will prove beneficial for the whole society.

Therefore hypothesis there will be no significant relationship between job satisfaction and socio economic status of teacher educators of colleges of education affiliated to the Panjab University Chandigarh is accepted

**Table B**

Coefficient of correlation of job satisfaction and organization climate

Variable 1	Variable 2	Correlation	Significant Level
job satisfaction	organization climate	0.222	0.01

From Table B that Coefficient of correlation between job satisfaction and organization climate is .222 was found

to be significant at .01 level. It shows that job satisfaction is significantly positively correlated with organization

climate of teacher educators In other words as per the result of present study higher the job satisfaction higher the organization climate of teacher educators or lower the job satisfaction lower the organization climate of teacher educators. The teacher educators in the organization is affected by their attitudes, and managers and organizations awareness of the attitudes and compilation and implementation of these programs appropriated to it can help worthily to achieve to the objectives of individuals and organizations which leads to teacher educators satisfaction .. Many researchers have been conducted about the study subject yet, according to abundance of factors involved in job satisfaction, the researchers examined and proved frequently the effect of organizational climate .It can be said that teacher educators of organizations and while the organizations implement strategies and short – time and long time programs to satisfy and support teacher educators out of organization, and to maintain human resources specially the expert ones utilize the novel techniques and technology and explore the challenges and use good strategies appropriately to remove obstacles to meet the employee satisfaction, at the end the teacher educators having good organizational

climate is more satisfy than their counter part.

Therefore hypothesis there will be no significant relationship between job satisfaction and organization climate status of teacher educators of colleges of education affiliated to the Panjab University Chandigarh is rejected.

## **FINDINGS**

It show that Variable of job satisfaction and socio-economic status are found to be insignificantly correlated at .05 level.

So hypothesis1 there will be no significant relationship between job satisfaction and socio economic status of teacher educators of colleges of education affiliated to the Panjab University Chandigarh is accepted

It show that in general there is a direct and positive significant relationship between organizational climate and job satisfaction so that attention to dimensions of organizational climate and planning on the basis of these dimensions cause to increase employees' satisfaction. Therefore attention to the organizational climate should be involved as a main principal in the work program.

So hypothesis 2 there will be no significant relationship between job

satisfaction and organization climate status of teacher educators of colleges of education affiliated to the Panjab University Chandigarh is rejected

### **RECOMMENDATIONS**

This study also provided support for the view that teacher educators, human resource practitioners should be aware that different biographical groups have different needs that can influence their job satisfaction levels and different perceptions of the climate within the organisation and that this impacts on their behaviour. One could speculate that organisations that understand their employees and are aware of what they need create an environment in which teacher educators can thrive and be creative and productive – all characteristics of successful organisations. The final recommendation relating to the conclusions of this research is that further studies be conducted to explore the relationship between organisational climate dimensions that are perceived as being internal to or having a direct influence on the teacher educators and organisational dimensions that are perceived as being external to or having an indirect influence on teacher educators satisfaction levels.

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