



LIFE SATISFACTION OF TEACHER EDUCATORS IN RELATION TO ORGANIZATIONAL CLIMATE

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Abstract

The present research paper aimed to examine the relationship between life satisfaction of teacher educator and organizational climate. The population of the study consisted of teacher educators who work in aided and self-financed colleges of education of Amritsar. The sampling of the study was a total of 100 teacher educators. The data for the study were collected through two different scales; Life Satisfaction Scale and Organizational Climate Scale. According to the results of the study, teacher educators of aided colleges are having more life satisfaction and more congenial organizational climate than the teacher educators of self-financed colleges of education. The study also revealed that there is positive relationship between life satisfaction and organizational climate.



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Introduction: Education is the one and the only instrument that can be used to bring about a change towards the social and economic betterment of India (Education commission, 1964-66). Schools are called nurseries of the country and the teachers are the architect of the future society. The progress of any country is dependent on its educational system and the education system will be able to discharge its set functions only when accomplished by right kind of teaching staff. It is the teachers that translate all educational theories into practice making the students learn. As the quality of education to a large extent depends upon the teachers, they, being a corner stone of education, must be satisfied, so that he/she can deliver the best of his/her ability. It is really a tough job for teacher educator to prepare teachers devoted towards their profession in teaching. And to keep up this, they require quality like sincerity, honesty, team support and financial security. The responsibility of teacher educators who educate these teachers is much higher. Balwaria (2013) stated that unless the teacher educators derive satisfaction in their jobs, they will not be effective both from the point of view of their growth and professional contribution in terms of future preparation of teachers. This will only happen when teacher educators have high job satisfaction.

Satisfaction is pleasurable or positive emotional state. It is mainly concerned more with mind than material things. Our satisfaction depends upon the circumstances, in which we are living. Satisfaction with one's life and environment is very important. It leads to a happy and comfortable life for the person and he or she feels fully confident in dealing with

the struggle of life. It is necessity of a person to be satisfied with his life, so that he can adjust himself according to the need of the society. Life satisfaction depends upon individual's biological, psychological, and social needs. These needs or urges always create tensions in the minds of the individual. As a result, the individual become restless and dissatisfied. If the individual succeeds to satisfy these needs he will become happy and well adjusted. Jaidka (2014) reported that

Life satisfaction refers to retrospective evaluation of life's happiness through self-judgments. It is contentment with one's life in general. Life satisfaction is the extent to which an individual's needs are satisfied and the extent to which the individual perceives that satisfaction at stemming from his total life situations. It is a multidimensional concept related to psychological and environmental life conditions and refers to an individual's well-being, quality of life and happiness (Noone, 1998).

Life satisfaction is defined as "individual's cognitive judgment about comparisons based on the compatibility of their own living conditions with the standards" (Diener, Oishi, & Lucas, 2003).

Organizational climate is considered as 'the atmosphere', 'the environment', 'the zeal', 'the condition-prevailing' and 'the tone of the institution'. Job satisfaction of teachers is as important as organizational climate of any educational institution (Khurana, 2013). The term "Organizational climate" was probably first used by Cornell in 1995. He used the term to denote a delicate blending of interpretations or perceptions by person in organization of their jobs or roles in relationship to other and their interpretational of the roles of other in the organization. He interpreted organization in the sense of formal structure. Organizational climate can be defined as 'personality of an Organization'. The organizational aspects of the university play a vital role in job satisfaction of teachers working there. The aspects such as conducive environment, conflict free arguments in the organization, in-service training, freedom to express ideas, adequate resources, flexible leave rules, time to carry the research work, reasonable workload, involvement of teachers in policy formulation, students discipline and, opportunities for promotion make the university teachers to involve in their job (Reddy, 2013). Organizational climate is a collective perception of the work environment by the individuals within a common system. It is the set of characteristics that describe an organization and that (a) distinguish one organization from other organizations; (b) are relatively enduring over time and (c) influence the behavior of the people in the organization.

Organizational climate had a significant effect on job satisfaction and job performance (Tiwari, 2014).

Life satisfaction and organizational climate are the most important among all the factors that influence the performance of the teacher educators. Organizations have great impact on their working. According to Lavingia (1977), "A teacher who is happy with his work finds satisfaction in his life and plays a pivotal role in the uplift of the society." The future of the children is quite safe in the hands of well-adjusted teacher. Therefore, only a well-adjusted, satisfied, secure and enthusiastic teacher can do justice to his work and supposed to be acclaimed and highly accepted personality among students.

Review of the related literature

Barrett (1980) conducted a study on "A Comparison of Life Satisfaction, Job Satisfaction, and Happiness and reported that job satisfaction and life satisfaction are significantly related. Almost 30% of the individuals were very satisfied with their job and completely satisfied with their lives, while 80% were pretty satisfied with both. More than 22% of the respondents appeared unsatisfied with their work and their overall life satisfaction.

Hayat (1998) studied organizational climate, job satisfaction and classroom performance of college teachers. It was reported that age, qualifications, staff size, length of service and stay in college were significantly correlated with job satisfaction of teachers in open and autonomous climates. It was further found that majority college teachers, working in open climate, performed better in classroom.

Singh (2012) studied life satisfaction of government and aided secondary school teachers and reported that there is more life satisfaction in government school teachers than non- aided secondary school teacher. Secondly female secondary school teachers have more life satisfaction than male secondary school teacher. Even the rural secondary school teachers are found having more life satisfaction than urban secondary school teacher.

Zahoor (2012) studied difference between teachers of private and government schools on organizational climate and found that teachers of private and government schools differ significantly with each other on organizational climate and its dimensions. Secondly it was found that the teachers of private schools are comparatively better adjusted than their counterpart.

Tiwari (2014) studied organizational climate in higher education institutions of Madhya Pradesh and concluded that culture and climate has a positive impact on the

employee's job performance. It was found that every individual in the organization has different culture and he/she first try to adjust him with the norms and values of the organization. Positive development is easier to achieve when everyone is on a common path in the organization. Strong organizational culture is very helpful for the new employees to adopt the organizational culture/climate and to get the competitive advantage under particular conditions. Employee's commitment and group efficiency plays very crucial role to adopt the values and beliefs of the organization and enhancing the performance of the organization.

Significance of the problem

Now a day, we can perceive a sea change in the life of teachers whether they are government or private college teachers. Earlier teachers used to teach their “shishyas” in Gurukul in cool and calm place without any kind of interference. The teacher was looked upon as ‘Guru’ or ‘Acharya’ and was given the top most position in the professional hierarchy. The teacher had no need to worry his head over the mundane necessities of life in the older days, and hence he was free to pursue his quest for knowledge. But in today’s life, teaching has become a profession. As we all know, we are living in the world of growing complexities and pressure. The stress related to job of a teacher has become predominant feature of modern era, exerting far reaching effects on total behavior of a person and his adjustment. In contemporary society, more stress comes from the organizations, which pressurize employees to become winner. They are the victims of jealousy and arrogance. Without satisfaction man cannot lead a peaceful and prosperous life in the globalized world. So life satisfaction is the need of the hour.

Most of the studies related to life satisfaction have been conducted abroad and are related to life satisfaction of elderly people, handicapped, the sick, nurses, employees or the retired persons and adolescents. The most important section of education ‘The Teacher’ has comparatively been neglected. A few studies have been conducted on life satisfaction of teachers in India, which still need to be explored. Consequently, the present study is designed to fill the gaps and to study the relationship of life satisfaction with organizational climate as how these variables affect teacher educators and enhance or deteriorate their performance.

Objectives of the study

1. To study life satisfaction of teacher educators with respect to type of college.
2. To study organizational climate of teacher educators with respect to type of college.
3. To study the relationship between life satisfaction and Organizational climate of teacher educators.

Hypotheses of the study

1. There exists no significant difference in the life satisfaction of teacher educators of aided and self-financed colleges of education.
2. There exists no significant difference in the organizational climate of teacher educators of aided and self-financed colleges of education.
3. There exists no significant relationship between the life satisfaction and organizational climate of teacher educators.

Research design

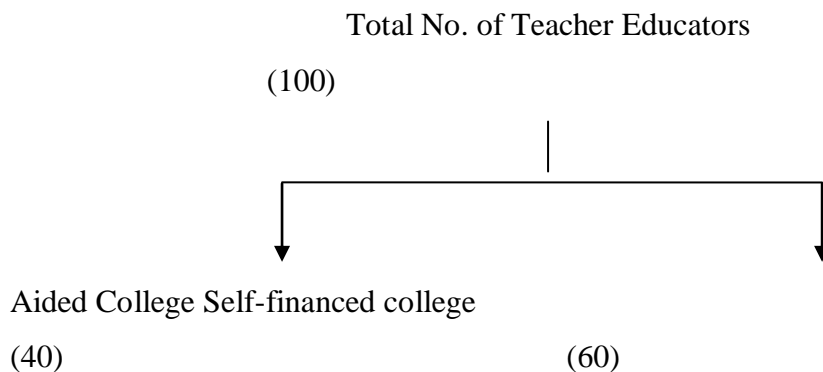
To conduct the present study, a descriptive survey method of investigation was used.

Tools used:

1. 1 Life Satisfaction Scale (Singh & Jodeph; 1996)
2. Organizational Climate Scale (Chattopadhyay & Agarwal; 1976)

Sample

The sample of the study was comprised of 100 teacher educators working in the aided and self-financed colleges. The distribution of sample was described in the following way:



Results and Discussion

HYPOTHESIS 1: “There exists no significant difference in the life satisfaction of teacher educators of aided and self-financed colleges of education”.

The score of life satisfaction of teacher educators with respect to type of college have been described in terms of mean, S.D. and t-value in the table 1 below:

Table 1: Mean S.D. and t-value of life satisfaction of teacher educators with respect to type of college

Type of college	N	Mean	S.D.	SE _D	t-value
Aided	40	153.28	6.41		
Self-financed	60	133.27	21.72	3.54	5.66

(Critical value 1.96 at 0.05 level and 2.58 at 0.01 level, df =98)

The table 1 reveals that the mean score of life satisfaction of teacher educators of aided colleges is 153.28 and S.D. is 6.41. The mean score of life satisfaction of teacher educators of self-financed colleges is 133.27 and S.D. is 21.72. The t-value comes out to be 5.66, which is significant at both 0.05 and 0.01 level of confidence. Hence, the hypothesis no. 1 which states, “There exists no significant difference in the life satisfaction of teacher educators of aided and self-financed colleges of education”, is rejected. Hence, it infers that teacher educators of aided colleges are having more life satisfaction than the teacher educators of self-financed colleges of education.

HYPOTHESIS 2: “There exists no significant difference in the organizational climate of teacher educators of aided and self-financed colleges of education”.

The score of organizational climate of teacher educators with respect to type of college have been described in terms of mean, S.D. and t-value in the tables 2 below:

Table 2: Mean S.D. and t-value of organizational climate of teacher educators with respect to type of college

Type of college	N	Mean	S.D.	SE _D	t-value
Aided	40	276.70	23.60		
Self-financed	60	255.42	26.06	5.13	4.16

(Critical value 1.96 at 0.05 level and 2.58 at 0.01 level, df =98)

The table 2 reveals that the mean score of organizational climate of teacher educators of aided colleges is 276.70 and S.D. is 23.60. The mean score of organizational climate of teacher educators of self-financed colleges is 255.42 and S.D. is 26.06. The t-value comes out to be 4.16, which is significant at both 0.05 and 0.01 levels of confidence. Hence, the hypothesis no. 2 which states, “There exists no significant difference in the organizational climate of teacher educators of aided and self-financed colleges of education”, is rejected. Hence, it infers that teacher educators of aided colleges are having more congenial organizational climate than the teacher educators of self-financed colleges of education.

HYPOTHESIS 3: “There exists no significant relationship between the life satisfaction and organizational climate of teacher educators”.

Correlational Analysis

To find out the relationship between life satisfaction and organizational climate of teacher educators correlation matrix 2x2 was prepared.

Table 3: Correlational matrix of life satisfaction and organizational climate of teacher educators

Variables	N	R
Life Satisfaction	100	.69
Organizational Climate		

(Critical value 1.96 at 0.05 level and 2.58 at 0.01 level, df =98)

It is clear from the table 3 that co-efficient of correlation between life satisfaction and organizational climate is .69 which is found to be significant at 0.01 & 0.05 levels of confidence. Therefore, the hypothesis no 3 which states, “There exists no significant relationship between life satisfaction and organizational climate of teacher educators”, stand rejected. It means that there is positive relationship between life satisfaction and organizational climate.

Findings of the study

- i. There is significant difference between life satisfaction of teacher educators belonging to aided and self-financed colleges.
- ii. There is significant difference between organizational climate of teacher educators belonging to aided and self-financed colleges.
- iii. There exists positive relationship between life satisfaction and organizational climate of teacher educators.

Educational implications

The educational implications of the present study are as under:

- The present study revealed that teacher educators of aided colleges are having more life satisfaction than the teacher educators of self-financed colleges of education. So, in order to improve the level of life satisfaction of teacher educators of self-financed colleges of education, the administrators should make relevant changes in the existing conditions and should provide congenial environment, job assurance, immediate resources and facilities.
- Relevant steps should be taken by the concerned authorities to improve the existing organizational set up of the self-financed colleges of education.
- As study revealed that there is positive relationship between life satisfaction and organizational climate. There is need to provide congenial organizational climate to teacher educators in order to improve their level of life satisfaction. Because if we

want to provide quality education to the future generation, the quality of life and quality of work culture should also be improved.

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