



## **RELATIONSHIP BETWEEN ORGANIZATIONAL CLIMATE AND JOB SATISFACTION AMONG TEACHERS IN TERMS OF TYPE OF AREA**

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### **Abstract**

*Many studies were conducted to see relationship between organizational climate and job satisfaction. In order to conduct present study a sample of 200 secondary school teachers from 35 schools was selected by the researcher. Organizational climate scale by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar and Job satisfaction questionnaire by Dr.(Mrs.) Nasrin (Aligarh) and Dr.(Mrs.) Afshan Anees was used to collect data related to Organizational climate of Rural and Urban area schools as well as data related to job satisfaction among teachers working in these schools. Data when analyzed using Pearson's product moment correlation, revealed that there was positive and significant relationship between the variables under the study in terms of type of area.*

**Keywords.** *Organizational climate, job satisfaction, rural, urban.*



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### **Introduction**

Education is a comprehensive term. The responsibility of achieving the aims and objectives lies on the shoulders of teacher. In order to realize the objectives of Education, we must have good teachers. There are many factors which are helpful in getting best from the efforts of teacher. One of the important factors is Organizational climate or climate of the school where the teachers work. Organizational climate is basically perception of any individual about his workplace. The organizations which treats their workers with love and sympathy and take care of their interests

and needs and where the ideas of workers are given importance are termed as organizations with open type of work climate. In such organizations the productivity rate can be expected on higher side. Workers feel comfortable and work without any pressure or stress. They are involved in decision making and full cooperation and good interpersonal relationships are shared between the employees. In such type of climate they derive satisfaction and produce best results. However there are organizations where it is hard for the workers or employees to work. In such organizations no benefits are provided to workers. They are not paid as per their efforts and capability. They are not involved in any type of decision making and even the relationship between the superiors and employees are not good. Such type of working environment is termed as closed organizational climate.

Another important factor in any organization is Job Satisfaction. Job satisfaction is a debatable issue. It has due importance for achieving the objectives of any organization. Job satisfaction has gained popularity all over the world. Many researchers and scholars are now getting interested in it. It got attention of researchers after the beginning of industrialization, but now it is applicable to almost all the organizations. Since education is also an organization, so it has due importance in the field of education too. Measurement of job satisfaction of teachers helps in improving the educational system. Education is an activity in which teacher's faces emotional stress. Many countries like Spain, USA, and Ireland are feeling gaps in teaching. During next few years it is assessed through studies that many countries will not have qualified teachers. Job satisfaction of secondary school teachers is of great importance because of importance of secondary education. It is really essential to satisfy all the requirements and needs of secondary school teachers so as they must feel satisfaction in job. The job of the teacher is very crucial as he deals with modification of behavior of learners, so it is essential that he may not feel dissatisfaction in his profession. For required performance from teachers it is important that they must be satisfied in their jobs. Job satisfaction is the satisfaction which a worker gets out of work given to him.

A person feels satisfaction in his job when his ability and talent are given proper chance to be utilized. Challenges in professional life also provide chances to execute the talent and ability, and thus leads to job satisfaction. Job satisfaction can also be assessed as general thinking about job or work at job. It is basically a feeling of pleasure or positive emotional state which exist because of working environment of an employee.

### **Review of related Literature**

Treputtharat & Tayiam (2014) conducted a research study in Thailand among teachers of primary school to assess the influence of organizational climate on job satisfaction. A sample of 329 respondents was selected from a population of 2316. Five point Likert rating scale based questionnaire was employed for collection of data. Descriptive & inferential statistics was employed for analysis of data collected. The findings revealed that many aspects of school climate affects job satisfaction and the relation between the two variables is significant and positive.

Asadi (2015) conducted a research study to examine the relationship between job satisfaction and organizational climate of high school teachers of Qods city. 132 teachers as respondent were selected for the study and for data collection Herzberg's job satisfaction questionnaire with 36 test items, Stern and Stinhov questionnaire with 20 test items were used to measure level of job satisfaction and organizational climate. t-test, correlation and ANOVA were used to analyze the data. The findings of the study suggested that there is direct relationship between climate and job satisfaction. Moreover there is positive and significant influence of school climate on job satisfaction among the teachers of Qods.

Sharma (2015) Conducted a research study to see the relationship between job satisfaction in the company of organizational climate and socio economic status of teacher educators. 321 teacher trainers working in different colleges of Punjab university were taken as sample for study and different standardized tools were employed for collection of data. The findings suggested that there is significant relationship between job satisfaction and organizational climate. However no significant relation was observed among job satisfaction and socio -economic status of teacher educators.

Kumar (2015) Studied job satisfaction and organizational climate in terms of college type and sex. 100 teachers (69 females and 31 male) from five aided and five unaided colleges of education were selected as sample from Guru Nanak Dev university, Amritsar. 50 educators were from aided and 50 were from un-aided colleges. Data was collected using job satisfaction scale by Amar singh & T.R Sharma and organizational climate scale by Sanjyot Pethe, Sushama Choudhari and Upinder Dhar. Data was analyzed using ANOVA. It was revealed that gender and type of college has no role in job satisfaction.

Devi & Talukdar (2016) studied the job satisfaction level by comparing the job satisfaction level in terms of demographic variables. The pattern of organizational climate was also compared as

perceived by men and women, science and arts college teachers. The perception on organizational climate by male and female teachers in relation to work satisfaction was also assessed. A sample of 120 teachers (Half male and half female, female arts teachers 30, male arts teachers 30, female science teachers 30 and male science teachers 30) from nalbari was selected for study. The findings of study revealed that difference in job satisfaction among male and female teachers, male and female science teachers is significant. However difference among male and female teachers of arts towards perception of climate of organization was insignificant and in case of science male and female teachers the result was significant. Further relationship between male and female teachers perception on climate of organization and job satisfaction was found to be insignificant. Chamran (2017) investigated the impact of school climate on job satisfaction of teachers of English language of Iran. 128 EFL teachers were selected (Both male and female) as sample from public as well as private sector. Two scales to find level of job satisfaction and organizational climate were used. Interview technique was also used for collecting data from 12 respondents. t-test, correlation, regression were used to analyze the collected data. It was found that public and private school teachers of Iran were not satisfied with their job and according to them the climate of their work place was not suitable. However the relationship between the variables under study was found to be significant. It was also observed that climate related to leadership and reward system of Principals is predictor of job satisfaction among the teachers.

### **Objective of the Study**

To study the relationship between Organizational Climate and Job Satisfaction in terms of Type of area ( Rural and Urban).

### **Hypothesis**

There is no significant relationship between the Organizational Climate and Job Satisfaction in terms of type of area.

### **Methodology**

#### **Sample**

A sample of 200 Secondary school teachers working in Kathua district of J&K was selected as sample for the study.

**Tool used**

Organizational climate scale by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar. and Job satisfaction questionnaire by Dr.(Mrs.) Nasrin (Aligarh) and Dr.(Mrs.) Afshan Anees (Aligarh). were the tool used.

**Analysis**

Data was analyzed using Pearson’s Product Moment Method. We set up null Hypothesis Ho: There is no significant relationship between Organizational Climate and job satisfaction of secondary school teachers when Area (Rural and Urban) is used as grouping variable. In order to test the above mentioned Hypothesis we use the Product moment correlation

**Table No. 1**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Organizational climate* Job satisfaction *Type of Area	200	100.0%	0	.0%	200	100.0%

**Table No. 2**

Type of Area			Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.
<b>Rural</b>	<b>Interval by Interval</b>	<b>Pearson's R</b>	.633	.032	15.282	.000 <sup>c</sup>
	<b>Ordinal by Ordinal</b>	<b>Spearman Correlation</b>	.547	.041	12.224	.000 <sup>c</sup>
	<b>N of Valid Cases</b>		100			
<b>Urban</b>	<b>Interval by Interval</b>	<b>Pearson's R</b>	.252	.054	4.876	.000 <sup>c</sup>
	<b>Ordinal by Ordinal</b>	<b>Spearman Correlation</b>	.271	.055	5.266	.000 <sup>c</sup>
	<b>N of Valid Cases</b>		100			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis
- c. Based on normal approximation

### **Reporting.**

While correlating the Rural Secondary school teachers on the basis of their Organizational Climate and Job Satisfaction, the value of Pearson's "R" comes out to be 0.633 and the P or Probability value is less than 0.05 (Using table no.2). Therefore we conclude that null Hypothesis of no significant relationship is rejected at 5 percent level of significance and there is significant relationship between Organizational Climate and Job Satisfaction of Rural secondary school teachers. Further the value of Pearson's "R" is positive, so there is positive relationship between Organizational climate and Job Satisfaction of Rural Secondary school teachers.

Also while correlating the Urban Secondary school teachers on the basis of their organizational Climate and Job Satisfaction, the value of Pearson's "R" comes out to be 0.252 and the P or Probability value is less than 0.05. Therefore we conclude that null Hypothesis of no significant relationship is rejected at 5 percent level of significance and there is significant relationship between Organizational Climate and Job Satisfaction of Urban secondary school teachers. Further the value of Pearson's "R" is positive, so there is positive relationship between Organizational climate and Job Satisfaction of Urban Secondary school teachers.

This study is in accordance with the findings of Treputtharat & Tayiam (2014), Kumar (2015), Sharma (2015), Asadi (2015), Devi & Talukdar (2016), Chamran (2017).

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