JOB SATISFACTION AND ORGANIZATIONAL CLIMATE IN RELATION TO COLLEGE TYPE AND GENDER

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Abstract

This study examines how gender and different college environments influence the job Satisfaction and Organizational Climate perceived by teacher educators. Job satisfaction scale (JSS) by Singh and Sharma & Organizational climate Scale (OCS) Pethe, Chaudhari and Dhar were given to 200 teacher educators working in aided and unaided colleges of education. From the results, it can be interpreted gender does not make any influence on the job satisfaction of teacher educators and in the perception of organizational climate. Secondly, the college type does not make any influence on the job satisfaction of teacher educators. Thirdly, teacher educators working in unaided colleges of education are having better relationships and they are more humane to each other and students as compared to their counterparts working in aided colleges. Fourthly, the interaction between gender and college type together also do not make any influence on the perception of teacher educators about job satisfaction and organizational climate. The study implied for efforts for conducive relationships and humane environment in the aided institutions so that better environment can be created for teaching learning situations to flourish.

Keywords: *Job Satisfaction; Organizational Climate; College Type; Gender; Teacher educators*

1.   Introduction

The destiny of India being shaped in classrooms, in which the teacher plays a significant role, as per the **Kothari Commission Report** on educational policy of nation. Webster defines *education* as the process of educating or teaching. *Educate* is further defined as "to develop the knowledge, skill, or character of...". Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students. The teacher is a real maker of history. He is destiny maker of a child. He implies nation. Politician depends upon the teacher to prepare a nation for a peace or war. For an ideal or perfect teacher, it is necessary that one must be satisfied with one's job. Job Satisfaction does not appear to be simple or singular concept. A variety of perspectives evident in job satisfaction literature has evolved over time. Satisfaction, according to different school of thought, depends on the individual's expectation, needs and values. If a person is satisfied with his job, his mental health is intact, he produces better quality and there are various other advantages. There is nothing like an earnest man at his work. The importance of job satisfaction has always been stressed. According to National Policy of Education (1986), "The social culture of ethos of the society is reflected by status of teachers and that no people can rise above the level of its teachers". Since ages, the teachers' role is regarded as an important one, not in moulding the personality of child but also in shaping the society. At the same time, it is important to realize that an incompetent teacher is much more dangerous to nation. His maladjustment/dissatisfaction with profession not only has adverse effect on his personality but also produces maladjustment among children who he teaches. **Friedlander (1967**) reported that achievement, challenging assignment, recognition and the work itself were important job satisfaction and dissatisfaction. A number of external and internal forces act upon a teacher to influence his/her behaviour in implementing the educational policy of a nation. There is a dire need to identify the condition necessary to influence the teachers in their working situations human interaction gives personal touch in the educational process.

1.1   Job Satisfaction

Job Satisfaction is a widely accepted psychological aspect of functioning in any profession. The credit of bringing this term into currency goes to **Hoppock (1935).** The *Summum bonum* of the opinion is that job satisfaction is favourableness with which workers view their job.

It results when there is a fit between job requirements and the wants and expectations of employees. **Rice, Gentile and McFarlin (1991)** concluded that job Satisfaction is an effective reaction to an individual's work situation. It can be defined as an overall feeling about one's career or in terms of specific facets of the job or career (e.g., compensation, autonomy, co-workers). Job satisfaction of teacher is related to many variables such like work conditions, job security, group structure, administration, supervision etc. Many socio psychological factors have been identified as contributors to their level of job satisfaction among teachers e.g. load of work, moral values of teachers, very organizational climate of school, professional qualification of teachers, their professional experience and professional characteristics such as their sex, adjustability, attitude, aptitude, interest, intelligence etc. These factors are categorized into intrinsic and extrinsic factors. For teachers, intrinsic satisfaction can come from classroom activities. Daily interactions with students inform teachers' feelings about whether or not students have learned something as a result of their teaching. Student characteristics and perceptions of teacher control over the classroom environment also are intrinsic factors affecting teacher satisfaction **(Lee, Dedrick, and Smith, 1991**). Advocates of professional autonomy claim that conferring professional autonomy will enhance the attractiveness of the (teaching) profession as a career choice and will improve the quality of classroom teaching and practice **(Boe and Gilford, 1992).** Intrinsic factors may play a role in motivating individuals to enter the teaching profession, since most teachers enter the profession because they enjoy teaching and want to work with young people. Very few teachers enter the profession because of external rewards such as salary, benefits, or prestige **(Choy, et al., 1993).** However, while intrinsic forces may motivate people to become teachers, extrinsic conditions can influence their satisfaction in this position and their desire to remain in teaching throughout their career. A variety of extrinsic factors have been associated with teacher satisfaction, including salary, perceived support from administrators, school safety, and availability of resources, among others **(Bobbitt et al., 1994; Choy et al., 1993).**

Literature indicates that the more important factors conducive to job satisfaction are mentally challenging work, equitable rewards, supportive working conditions and supportive colleagues. **Kirk (2003)** found that a relationship between length of service, job satisfaction and propensity to leave could only be detected for part-time faculty and not permanent faculty. Overall he concluded that study revealed that job satisfaction was inversely related to length of service, and

propensity to leave positively related to length of service for part-timers only. Similarly, **Choy et al (1993)** found that highly satisfied teachers are less likely to change schools or to leave the teaching profession altogether than those who are dissatisfied with many areas of their work life. It is found that approximately two-thirds of job dissatisfaction is caused by problems with the boss while almost one third is caused by problems with the work environment; less than five percent of job dissatisfaction is caused by the work itself. This dilemma is called misemployment; people might be doing the right work, but for the wrong boss and/or wrong company. **Firestone (1990)** found that a limited impact of such incentives and rewards as high salaries and merit increases on teacher commitment and satisfaction. Teachers who do not feel supported in their work may be less motivated to do their best work in the classroom **(Ostroff, 1992; Ashton and Webb, 1986)**. **Oshagbemi (2000)** conducted study to investigate the effects of gender on the job satisfaction of UK academics and concluded that gender does not affect the job satisfaction of university teachers directly. **Raj and Lalita (2103)** investigated the present level of job satisfaction among the private and govt. school teachers. He concluded that there is no significant difference in the level of satisfaction of male and female teachers. Also, it was revealed that there is no significant difference in the level of satisfaction of Government and Private school teachers. Similarly, **Ghosh (2015)** reported that there was no significant difference between government and private school teachers in their job satisfaction. Also, it was revealed that there was no significant difference in the level of job satisfaction of male and female school teachers.It is important to keep in mind that increasing teacher satisfaction will not eliminate attrition, as some attrition is natural. However, it is important to study teachers who left the profession because they were dissatisfied with some aspect of the job.

1.2 Organizational Climate

The concept of **Organizational Climate** has been assessed by various authors, of which many of them published their own definition of organizational climate. Organizational climate, however, proves to be hard to define. There are several approaches to the concept of climate, of which two in particular have received substantial patronage: the cognitive schema approach and the shared perception approach. The first approach regards the concept of climate as an individual perception and cognitive representation of the work environment. From this perspective climate assessments should be conducted at an individual level. The second approach emphasizes the importance of shared perceptions as underpinning the notion of climate **(Anderson, & West, 1998; Mathisen & Einarsen 2004). Reichers and Schneider (1990)** define organizational climate as the shared perception of the way things are around here. **Pareek (1989)** observed that organizational climate is created by the interactions of an organization's structure, systems, culture, leader behaviour and psychological needs of employees. He

identified twelve dimensions of organizational climate: orientation, interpersonal relations, supervision, problem management, management of mistakes, conflict management, communication, decision making, trust, management of rewards, risk taking and innovation and changes. Organizational climate, defined as the way in which organizational members perceive and characterize their environment in an attitudinal and value-based manner **Denison (1996), Moran and Volkwein (1992), Verbeke, Volgering and Hessels (1998)** has been asserted as an important and influential aspect of satisfaction and retention, as well institutional effectiveness.

1.3   Significance of the Study

Job satisfaction acts as a powerful force that gives happiness and increases one's efficiency to work effectively. All this depends upon organizational climate and organizational climate of one college differs from other & differs in respect of aided and unaided colleges. It is well known that unless a person is satisfied with his job, he can not do justice with his job. These attitudes are related to specific factors such as salary, service conditions, advancement opportunities and other benefits.

Hence the present study is conducted to find that whether educational administrators provide enough autonomy to the teachers in aided and unaided colleges of education, so as to enhance the level of job satisfaction among teachers which may subsequently create a conducive environment in the colleges. This study is important because lack of job satisfaction and unbalanced organizational climate leads to lower morale, lower productivity and unhealthy society. Also, colleges of education are having more female population as compared to males. Thus, the gender sensitivity to development of organizational climate and job satisfaction will also come to our understanding. It is new in terms of research on teacher educators.

1.4   Objective of the Study

The objective is to study the institutional and gender differences in terms of job satisfaction and organizational climate as perceived by teacher educators.

1.5   Hypotheses

The following hypotheses are proposed to achieve the set objectives:

1. There is no significant difference between job satisfaction among male and female teachers working in colleges of education.

2. There is no significant difference between job satisfaction among teachers in aided and unaided colleges of education.

3. There is no interaction effect of gender and college type on the job satisfaction of teachers.

4. There is no significant difference between perception of organizational climate among male and female teachers working in colleges of education.

5. There is no significant difference between perception of organizational climate among teachers in aided and unaided colleges of education.

6. There is no interaction effect of gender and college type on the perception of organizational climate of teachers.

2. Method of Study

2.1 Sample

For the present study, five aided colleges of education and five unaided colleges of education were selected from Guru Nanak Dev University, Amritsar. The sample was selected in 2 stages. Firstly, since the number of aided colleges of education are less. Therefore, all the 5 aided colleges of education were selected. From the unaided colleges of education, 5 colleges of education were selected randomly from the available list. At the second stage, 10 teachers from each college of education were randomly selected using lottery method from the available list of teacher educators. These Colleges were then enquired about their college teachers and put in order. In total, the data included 100 educators to collect information about Job Satisfaction and Organizational Climate. Institutionally 50 educators each were selected from aided and unaided colleges of education. Gender wise, 69 (69%) were females and 31 (31%) were male teacher educators.

2.2 Procedure

In order to conduct the present study, 10 aided and unaided colleges of education affiliated to Guru Nanak Dev University, Amritsar were selected. Convenient sampling was used to select the colleges. Out of these colleges, fifty teachers from aided colleges and fifty teachers from unaided colleges were selected randomly to collect information about Job satisfaction and Organizational Climate. For ensuring the cooperation of teacher educators, good rapport was established with them before the actual administration of tests. The teacher educators were asked to respond as truthfully as possible to the Job Satisfaction Scale and Organizational Climate Scale. After the collection of information regarding Job Satisfaction and Organizational Climate, scoring was done and scores were subjected to statistical analysis.

2.3   Research Design

2x2 factorial design has been employed on the scores of job satisfaction and organizational climate wherein, gender and type of college were studied as independent variables and were used for the purpose of classification viz. male and female teachers & aided and unaided colleges of education. Job satisfaction and organizational climate were studied as dependent variable.

2.4   Tools

Following tools has been administered to conduct the present study:

1. Job Satisfaction Scale (JSS) by Dr. Amar Singh and Dr. T. R. Sharma.
2. Organizational Climate Scale (OCS) by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar.

2.5   Statistical Techniques

Following statistical technique has been employed to analyze the data:

1. Descriptive statistics were used to understand the nature of data.
2. *ANOVA* was used to measure the significant difference between means.

3.   Analysis and Interpretation

The data has been analysed using univariate analysis of variance. The Job satisfaction and organizational climate were studied as dependent variable with gender and college type as independent variables.   The mean and standard deviation were calculated for different Job satisfaction and organizational climate were presented below.   Firstly, for job satisfaction of teacher educators, means table is shown in table 1. Similarly, results of 2 way ANOVA are presented in table 2.

Table 1: Means And SDS Of Sub-Groups Of ANOVAs For 2×2 Design W. R. T. Various Dimensions Of Job Satisfaction In Relation To Gender And College Type

Job Satisfaction	Gender	F		M	
	College Type	A	UA	A	UA
	Mean	30.9	29.79	30	32.81
Job Intrinsic	Std. Deviation	4.174	5.93	2.944	6.493
	N	40	29	10	21
Job Extrinsic	Mean	40.43	39.31	38.6	38.14

Std. Deviation	4.107	6.013	3.34	7.323
N	40	29	10	21

The variance of job satisfaction of male and female teacher educators working aided and unaided college teacher educators, through application of ANOVA and the results have been presented in the table 2:

Table 2 :   Summary Of ANOVAs For 2×2 Design With Respect To Various Dimensions Of Job Satisfaction In Relation To Gender And College Type

Dimensions of Job Satisfaction		Job Intrinsic		Job Extrinsic	
Source	Df	MSS	F	MSS	F
Gender	1	21.628	0.803	43.24	1.46
College Type	1	13.998	0.52	11.929	0.403
Gender * College Type	1	74.062	2.75	2.087	0.07
Error	96	26.933		29.614	
Total	100				

Gender

It has been observed from the table 2, that F-ratios for Job Intrinsic and Job Extrinsic dimensions of job satisfaction between male and female teacher educators are found to be not significant even at the 0.05 level of confidence. Thus, the results do not provide sufficient evidence to reject the hypothesis (1), "There is no significant difference between job satisfaction among male and female teacher educators working in colleges of education". In other words, gender does not make any influence on the job satisfaction of teacher educators.

College type

It has been observed from the table 2, that F-ratio for Job Intrinsic and Job Extrinsic dimensions of job satisfaction between teacher educators working in aided and unaided colleges is found to be not significant even at the 0.05 level of confidence. Thus, the results do not provide sufficient evidence to reject the hypothesis (2), "There is no significant difference between job satisfaction among teacher educators in aided and unaided colleges of education". In other words, college type does not make any influence on the job satisfaction of teacher educators.

Gender and College type

It has been observed from the table 2, that F-ratio for the interaction between Gender and College type for Job Intrinsic and Job Extrinsic dimensions of job satisfaction among teacher educators is found to be not significant even at the 0.05 level of confidence. Thus, the results do

not provide sufficient evidence to reject the hypothesis (4), "There is no interaction effect of gender and college type on the job satisfaction of teacher educators". Meaning thereby that gender and college type together also does not make any influence on the job satisfaction of teacher educators.

Secondly, for organizational climate perceived by teacher educators, means table is shown in table 1. Similarly, results of 2 way ANOVA are presented in table 3.

Table 3 : Means And SDS Of Sub-Groups Of ANOVAs For 2×2 Design With Respect To Various Dimensions Of Organizational CLIMATE IN RELATION TO GENDER AND COLLEGE TYPE

Dimensions of organizational climate	Gender	F		M	
	College Type	A	UA	A	UA
Results, Rewards and Interpersonal Relations	Mean	39.2	41.76	41.5	41.48
	Std. Deviation	3.818	7.376	10.233	6.282
	N	40	29	10	21
Organizational Processes	Mean	36.25	39.1	35	37.76
	Std. Deviation	5.843	7.213	8.11	6.999
	N	40	29	10	21
Clarity of Roles and sharing of Information	Mean	16.6	18.31	17.8	18.9
	Std. Deviation	3.334	4.063	5.203	5.394
	N	40	29	10	21
Altruistic behaviour	Mean	4.15	5.48	4.9	5.1
	Std. Deviation	1.406	1.122	0.994	1.3
	N	40	29	10	21

The variance of various dimensions of organizational climate perceived by teacher educators working aided and unaided college teacher educators, through application of ANOVA and the results have been presented in the table 4:

Table 4: Summary Of ANOVAs For 2×2 Design With Respect To Various Dimensions Of Organizational Climate In Relation To Gender And College Type

Dimensions of organizational climate		Results, Rewards and Interpersonal Relations		Organization al Processes		Clarity of Roles and sharing of Information		Altruistic behaviour	
Source	Df	Mean Square	F	Mean Square	F	Mean Square	F	Mean Square	F
Gender	1	19.66	0.49	32.43	0.72	15.55	0.87	0.63	0.39
College Type	1	31.03	0.78	152.26	3.35	38.27	2.13	11.27	6.98**

Gender * College Type	1	32.20	0.81	0.04	0.00	1.77	0.10	6.25	3.87		
Error	96	39.83		45.42		17.93		1.62			
Total	100										

Gender

It has been observed from the table 4, that F-ratios for various dimensions of organizational climate between male and female teacher educators are found to be not significant even at the 0.05 level of confidence. Thus, the results do not provide sufficient evidence to reject the hypothesis (4), "There is no significant difference between perception of organizational climate among male and female teacher educators working in colleges of education". In other words, gender does not make any influence on the perception of organizational climate of teacher educators.

College Type

It has been observed from the table 4, that F-ratio for Altruistic behaviour dimension of organizational climate between teacher educators working in aided and unaided colleges is found to be significant at the 0.01 level of confidence. Thus, the data provide sufficient evidence to reject the hypothesis (5), "There is no significant difference between perception of organizational climate among teacher educators in aided and unaided colleges of education". From analyzing the means from table 3, it is clear that teacher educators working in unaided colleges of education have scored more on the Altruistic behaviour dimension of organizational climate than teacher educators working in aided colleges. Meaning thereby that teacher educators working in unaided colleges of education are having better relationships and they are more humane to each other and students as compared to their counterparts working in aided colleges.

Gender and College Type

It has been observed from the table 2, that F-ratio for the interaction between Gender and College type for various dimensions of organizational climate among teacher educators is not found to be significant even at the 0.05 level of confidence. Thus, the results do not provide sufficient evidence to reject the hypothesis (6), "There is no interaction effect of gender and college type on the perception of organizational climate of teacher educators. Meaning thereby that gender and college type together does not make any influence on the perception of organizational climate of teacher educators.

Discussion on Results

From the results, it can be interpreted gender does not make any influence on the job satisfaction of teacher educators. Similarly, finding has been reported by (**Oshagbemi, 2000; Raj and Lalita, 2013; Ghosh, 2015)**) who had concluded that there is no significant difference in the level of satisfaction of male and female teachers. This indicates that irrespective of gender differences, teacher educators in colleges of education are equally satisfied with their job conditions. Also the male and female teacher educators felt equally w.r.t. Results, Rewards and Interpersonal Relations, Organizational Processes, Clarity of Roles and sharing of Information and Altruistic behavior of employees. The finding is supported by the finding of **Gul (2008); Thaninayagam (2014)** whom showed that gender do not influence in the perception of organizational climate. However, **Torres, Seghieri and Nuti (2012)** showed that there are gender differences in the perception of organizational climate between Teaching Hospitals and Local Health Authorities. Similarly, **Oztekin and Isci (2013)** also reported contrarily, and concluded that female teachers' perceptions were more positive in view of sincerity dimension than those of male teachers.

Further, the college type does not make any influence on the job satisfaction of teacher educators. The finding is supported by **Raj and Lalita (2013); Ghosh (2015)** who concluded that there is no significant difference in the level of satisfaction of Government and Private school teachers. It suggests that both types of teacher education institutions provide similar type of opportunities for career growth. However, teacher educators working in unaided colleges of education are having better relationships and they are more humane to each other and students as compared to their counterparts working in aided colleges. The reason for this might be due tough competition to attract admissions in unaided institutions. This is also found true with **Zeenat (2012)** who also reported that there is significant difference in organizational climate of government and private school teachers. She found that private school teachers scored higher on Controls, Production emphasis, and Humanized Thrust dimensions of organizational climate than government school teachers. The interaction between gender and college type together also do not make any influence on the perception of teacher educators about job satisfaction and organizational climate. Thus, the study indicated towards lack of conducive relationships and humane environment in the aided institutions which needs to be taken care of by authorities by giving proper training in life skills so that better environment can be created for teaching

learning situations to flourish.

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