

A STUDY OF IMPACT OF TEACHERS' JOB SATISFACTION ON ORGANISATIONAL ACHIEVEMENT

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Abstract

In the present study an attempt was made to study the impact of Teachers' Job-Satisfaction on Organisational Achievement. Three types of educational organizations namely government schools, aided schools and unaided schools of Dehradun district were taken for the study. The sample comprised of 420 senior secondary schools teachers- 140 govt. schools teachers, 140 aided and 140 unaided schools teachers. Purposive random sampling technique was used to collect the data. Organisational Achievement Test and Job-Satisfaction Scale were administered to find the impact of teacher's job-satisfaction on organisational achievement. Findings suggests that, "There is significant impact of teachers' Job-Satisfaction on organisational achievement of different type of senior secondary schools."

Keywords- *Job-Satisfaction , Organisational Achievement, Teacher, Organisation*



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Introduction:

A nation can progress only when its men and material are of high quality. High quality of material can only be produced by high quality of men and high quality of men can only be produced by achieving high quality in educational organisations.

Job-Satisfaction of teachers play a vital role in performance of student and school. Target and achievement depend on an employee's satisfaction and inturn contribute for organisational success and growth, which enhances the productivity and increases the quality of work. (Tek, Beth-Ann 2014)

The usual judgment about employees is that "A satisfied worker is a productive worker" If employees are satisfied then it will create pleasant atmosphere within the organisation to perform in a better and efficient manner. And better and efficient performance of teachers will help an organisation to achieve better.

Need and significance of the study :

Organisational achievement as such is a new term in the field of education. It is a yard stick to measure the success of an organisation.

Success of any organization depends on the quality of staff it has, so, any educational planning can be successful through teachers who are the active agents to implement the same.

There are few studies which have shown relationship between teacher's job satisfaction and student's academic achievement. But no such study has yet been conducted to find out the impact of teacher's job satisfaction on organisational achievement. Therefore there is a need to see whether teacher's job satisfaction has an impact on organisational achievement or not.

Statement of the problem

A Study of Impact of Teachers' Job-Satisfaction on Organisational Achievement.

Objective

To study the impact of teachers' job-satisfaction on organisational achievement of different types of senior secondary schools.

Hypothesis

There is no significant impact of teachers' job-satisfaction on organisational achievement.

Definition of Technical Terms

The Operational definition of the terms used in study are given below in order to avoid the possibilities of any ambiguity in understanding to these variables.

Teacher's Job Satisfaction

In this study Job-satisfaction describes how an individual is concerned with his or her job. Teacher's job satisfaction refers to the positive orientation of teacher with respect to their work, work policies, salary, security, promotion policies, institutional plan and principal's work system. Guion (1958) defined the Job-satisfaction as "Job-satisfaction is the extent to which the individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total job situation". Similarly, Deniel (1975) viewed Job-satisfaction as a result of consequences of the individual's experiences on the job in relation to his own values i.e. what he wants or expects from it.

Organisational Achievement

Organisational achievement is defined as the total outcome of the achievements of its main components such as its pupil's progress, pupil's academic and non-academic achievements, teacher's progress and personality development and its leader's (Principal's) progress and professional development. Thus, organisational achievement is a yard stick to measure the success of an organization.

Different Types of Senior Secondary Schools

There are three types of schools taken under study namely Government schools , Aided Schools and Unaided Schools.

Delimitation of the Study

The present study is delimited to the following areas.

1. The study is delimited to the teachers of senior secondary schools.
2. The study is delimited to the schools of Dehradun district.
3. The study is delimited to the teachers below fifty years of age.

Research Methodology

The present study is based on survey in which the normative survey method is followed for carrying out the study.

Sample and Sampling Technique

The schools selected for collecting samples were purposely chosen by the researcher in accordance to her research requirement but in the second stage the teachers were selected through simple random sampling. The sample size is 420 teachers. Out of 420, 140 are government school teacher, 140 are aided school teachers and 140 are unaided school teachers.

Tools used for Data Collection

For the comprehensive review for testing and measuring the teachers' academic profile and organisational achievement the following tools are used to collect the data:

- (i) Organisational Achievement Test (Self -Constructed)
- (ii) Job Satisfaction (Dr. Pramod Kumar and D.N. Mutha)

Data Collection

The data was collected by administering the tools to individual teachers at different times according to the test manual rules.

Variables Used In the Study

I.V.	D.V.
Job-Satisfaction	Organization Achievement

Data Analysis and Interpretation

In order to test the null hypothesis that, the level of school teachers' job-satisfaction does not influence significantly to organisational achievement, value of mean, SD and t-value is calculated for different types of schools as shown in table 1

Table No. 1: Mean, Standard Deviation and t–value for Job Satisfaction (JB) of Teachers of Different Type of Schools belonging to High and Low Organisational Achievement

Job Satisfaction	High [GP ₁]		OA	Low OA [GP ₂]		df	t
	N	Mean	SD	N	Mean		
Government School Teachers	70	18.67	4.769	70	16.79	3.82	138 2.582*
Aided School Teachers	95	22.95	4.788	45	13.09	2.71	138 12.855**
Un-aided School Teachers	123	20.14	5.019	117	14.82	2.24	138 4.297*
Total	288	20.71	5.147	117	15.27	3.69	418 10.909 **

**** Significant at 0.05 and 0.01 level of significance**

Table No. 1 shows that obtained ‘t’ value for job satisfaction of government school teachers is 2.582 which is significant at the level 0.01 of confidence for degree of freedom of 138. It means two groups of the teachers of government schools namely; GP₁ high scoring group on Organisational Achievement Test and GP₂ low scoring group on Organisational Achievement Test differ significantly on their job satisfaction scale. Mean job satisfaction scores of the teachers belonging to high organisational achievement group is higher than their counterpart teachers. Therefore there is significant influence of government schools teachers job satisfaction on organisational achievement. The government school teachers are more satisfied in their schools regarding to their academic performance as well as economic gain.

Table No. 1 shows that obtained ‘t’ value for job satisfaction of aided school teachers is 12.855 which is significant at the 0.01 level of confidence for degree of freedom of 138 . It means two groups of the teachers of aided school namely; GP₁ high scoring group on Organisational Achievement Test and GP₂ low scoring group on Organisational Achievement Test differ significantly on their Job Satisfaction Scale. Mean job satisfaction scores of the

teachers belonging to high organisational achievement group is higher than their counterpart teachers. This implies that high job satisfaction leads to high organisational achievement. Therefore there is significant influence of aided school teachers job satisfaction on organisational achievement.

Table No. 1 shows that obtained 't' value of unaided school teachers is 4.297, which is significant at the level 0.01 of confidence for degree of freedom of 138. It means two groups of the teachers of unaided schools namely; GP₁ high scoring group on Organisational Achievement Test and GP₂ low scoring group on Organisational Achievement Test differ significantly on their Job Satisfaction Scale. Mean job satisfaction scores of the teachers belonging to high organisational achievement group is higher than their counterpart teachers, which implies that GP₁ with high job satisfaction contributes towards high organisational achievement than their counterparts. There is significant influence of un-aided school teachers job satisfaction on organisational achievement.

Table 1 shows that composite obtained 't' value of job satisfaction of teachers of different type of schools is 10.909 which is significant at the level 0.01 of confidence for degree of freedom of 418. It means two groups of the teachers namely. GP₁ high scoring group on Organisational Achievement Test and GP₂ low scoring group on Organisational Achievement Test differ significantly on their Job Satisfaction Scale. Mean job satisfaction scores of the teachers belonging to high organisational achievement group is higher than their counterpart teachers, which implies that GP₁ with high job satisfaction contributes towards high organisational achievement than their counterparts. There is significant influence of teachers job satisfaction on organisational achievement.

On the basis of above findings the null hypothesis that, "The level of teachers' job-satisfaction does not influence significantly to organisational achievement." is rejected.

The Major Findings of the present study are as follows

1. There is significant influence of government schools teachers' job satisfaction on organisational achievement.
2. There is significant influence of aided school teachers' job satisfaction on organisational achievement.
3. There is significant influence of un-aided school teachers' job satisfaction on organisational achievement.
4. There is significant influence of teachers' job satisfaction on organisational achievement.

5. The null hypothesis, “The level of teachers’ job–satisfaction does not influence significantly to organisational achievement.” is rejected.

Conclusions of the study:

These findings show that teachers who have satisfaction with work, its nature and work conditions, earning good salary, job security and better opportunities for promotion performs well at their work place. Their participation in policy and decision-making process motivates them to work. Also high performance group is satisfied with its competence and functioning which is improving further their efficiency. All these factors are strengthening the efficiency of teachers in their multifarious roles and resulting into high organisational achievement.

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