

Job Satisfaction of Post Graduate Teachers in Relation to Their Organizational Climate

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Abstract

Education is a fundamental pillar of human development, enveloping a broad range of activities and processes aimed at acquiring knowledge, skills, values, and attitudes. Education is not only about intellectual growth; it also plays an essential role in personal and social development. The positive and negative feelings of workers have about their jobs are combined to form job satisfaction. Individual performance by the employees will eventually result in achieving the goals without obstacles. Organizational Climate is often defined as the total of the organizational experiences of the employees and the authorities concerning the organizational culture. The investigator adopted the normative survey method for the present study. The research work has been undertaken to study the job satisfaction of post graduate teachers in Chennai, Kanchipuram, Thiruvallur, and Vellore districts in the state of Tamil Nadu. The sample of the study consists of 800 post graduate teachers taken randomly from different categories of government, government-aided, and private higher secondary schools. The researcher applied Descriptive Statistics, Differential analysis ('t' test, F-Test), and Correlation Analysis.

Keywords: Job Satisfaction, Organizational Climate, Post graduate teachers, Education, Study, Statistical techniques.

1. INTRODUCTION:

A Job satisfaction refers to the attitude and feelings people have about their work. Job satisfaction is shown through favourable and positive attitudes regarding the work. Job dissatisfaction is expressed by negative and unfavourable attitudes towards the job. Litwin and Stringer (1971) define organizational climate as a relatively stable characteristic within the internal environment of an organization, which is experienced by its members, influences their behaviour, and can be described in terms of the values of a particular group in the organization.

2. Need of the study:

Teachers and education are essential aspects of any nation. Schools play a crucial role in a child's life and education. They provide a structured environment that fosters academic, social, emotional, physical, and career development. Teachers are a crucial part of the entire educational system, and their effectiveness greatly influences whether an educational system succeeds or fails. Job is one of the essential elements of people's life. Job satisfaction is the positive and negative attitudes of an employee towards his job. Teaching is a responsible job and the teacher is the key person on whom the future of children and humankind depends. Teachers with high levels of job involvement tend to be satisfied with their jobs and highly committed to their organization. Employee motivation and job satisfaction are significantly

impacted by organizational climate, which in turn has a significant impact on employee performance. The organizational climate determines whether a person is happy or unhappy in their workplace. Hence the present investigation is designed to study the job satisfaction of post graduate teachers in relation to their organizational climate.

3. Review of related literature:

Kumar (2023) examined a study on organisational climate and its impact on job satisfaction. The purpose of this study is to analyse the importance of organisational climate and its impact on job satisfaction. The study utilised the secondary method for this research, wherein the existing literature was thoroughly utilised. The study found that the amount of research on the influence of organisational climate on employee retention is quite low; there was also a lack of thorough investigation into the connections between organisational atmosphere and burnout prevention; and (iii) it should be noted that employee wellbeing as a consequence of both organisational culture and work satisfaction is understudied.

Ram & Sahu (2023) investigated on a study of job satisfaction among the teachers of PG Department of Ranchi University, Ranchi. The purpose of this study is to assess job satisfaction among the teachers of PG departments of Ranchi University. This study used a stratified random sampling technique and stratification was based on stream of subject and gender. The sample consisted of 40 teachers, 10 males, and 10 females, from both the faculties of social science and science of Ranchi University, Ranchi. A teacher job satisfaction questionnaire (TJQ) was used to find out the job satisfaction of teachers. The result showed that female teachers of both the arts and science faculties are more satisfied with their jobs than male teachers and science teachers are more satisfied with their jobs compared to the arts teachers.

Inayat & Khan (2021) conducted a study of job satisfaction and its effect on the performance of employees working in private sector organizations, Peshawar. The aim of this present research is to study the effect of job satisfaction on the performance of employees working in private sector organizations of Peshawar, Pakistan. For that purpose, one hundred and eighty employees (N = 180) were selected as a sample from private organizations of Peshawar. An equal number of employees, i.e., (n = 60), were selected through random sampling method from three types of organizations, viz., hospitals, banks, and universities. A Minnesota Satisfaction Questionnaire (MSQ-short form) developed by Weiss et al. (1967) and a self-constructed Performance Evaluation Form (PRF) were used as instruments for the study. Initially, the reliability statistics of both the instruments was calculated to know the significance of the scales. According to the findings of the study, the type of occupation has been shown significant correlation with job satisfaction.

Na'imah, T., & Nur, S.A. (2021) conducted a study on job stress on teachers during the Covid-19 pandemic, the role of workload and organizational climate. The Purpose of this study is to determine the effect of workload and organizational climate on the work stress of elementary school teachers in Indonesia. 148 elementary school teachers were selected as sample of the study through an incidental sampling. The research instruments were the workload scale, organizational climate scale, and teacher job stress scale. The results of regression analysis revealed that workload and organizational climate contributed to the job stress of elementary school teachers.

5. Objectives:

1. To find out whether there is any significant difference between male and female post graduate teachers in respect to their Job Satisfaction and Organizational Climate.

2. To find out whether there is any significant difference between rural and urban post graduate teachers in respect to their Job Satisfaction and Organizational Climate.
3. To find out whether there is any significant difference between type of management (government / government-aided / private) where the post graduate teachers are working in respect to their Job Satisfaction and Organizational Climate.
4. To find out whether there is any significant difference between permanent and temporary post graduate teachers in respect to their Job Satisfaction and Organizational Climate.
5. To find out the significant relationship between Job Satisfaction and Organizational Climate of post graduate teachers.

6. Hypotheses of the Study:

1. There is no significant difference between male and female post graduate teachers in their Job Satisfaction and Organizational Climate.
2. There is no significant difference between rural and urban post graduate teachers in their Job Satisfaction and Organizational Climate.
3. There is no significant difference among post graduate teachers working in different type of management (government/government-aided/ private) in their Job Satisfaction and Organizational Climate.
4. There is no significant difference between permanent and temporary post graduate teachers in their Job Satisfaction and Organizational Climate.
5. There is no significant relationship between Job Satisfaction and Organizational Climate of post graduate teachers.

7. Methodology:

The investigator adopted the normative survey method for the present study. The population of the study is post graduate teachers working in higher secondary government, government-aided, and private schools of Chennai, Kanchipuram, Thiruvallur and Vellore districts in Tamil Nadu. The final sample of the study consists of 800 post graduate teachers taken randomly from different categories of government, government-aided, and private higher secondary schools. The investigator constructed the Job Satisfaction Scale of post graduate teachers. Organizational Climate in post graduate teachers in higher secondary schools led the Researcher to the selection of the 'Organizational Climate Description Questionnaire' (OCDQ) developed by Wayne, K. Hoy. The researcher used statistical techniques such as Descriptive Statistics, Differential analysis ('t' test, F-Test), and Correlation Analysis.

8. Testing of Hypotheses:

Hypothesis 1(a): There is no significant difference between male and female post graduate teachers in their Job Satisfaction.

Table 1 't' values for Job Satisfaction of post graduate teachers based on Gender

Sl. No.	Dimensions of Job Satisfaction	Gender	N	Mean	SD	't' Value	Significance
1	Facilities	Male	255	61.27	7.59	1.34	Not Significant

		Female	545	64.75	7.26		
2	Workload and Superiors' aspect	Male	255	65.37	8.97	2.43	0.05 Significant
		Female	545	62.97	8.03		
3	Financial and Psychological aspect	Male	255	62.64	8.06	2.19	0.05 Significant
		Female	545	62.76	7.42		
4	Total Job Satisfaction	Male	255	61.78	5.11	2.22	0.05 Significant
		Female	545	65.18	4.81		

It is inferred from table 1, that the calculated 't' value (2.22) is greater than the table (1.96) at a 0.05, level of significance. It is concluded that there is a significant difference between male and female post graduate teachers in their job satisfaction and its dimensions namely, workload and superiors' aspect (2.43), financial and psychological aspect (2.19). There is no significant difference between male and female post graduate teachers in the facilities (1.34) dimension of job satisfaction. Hence, the formulated null hypothesis that "there is no significant difference between male and female post graduate teachers in their job satisfaction" is rejected.

Hypothesis 1(b): There is no significant difference between male and female post graduate teachers in their Organizational Climate.

Table 2 't' values for Organizational Climate of post graduate teachers based on Gender

Sl. No.	Dimensions of Organizational Climate	Gender	N	Mean	SD	't' Value	Significance
1	Supportive principal behaviour	Male	255	61.24	10.55	2.85	0.01 Significant
		Female	545	66.45	11.04		
2	Directive principal behaviour	Male	255	62.04	10.87	1.54	Not Significant
		Female	545	62.28	10.11		
3	Restrictive principal behaviour	Male	255	62.33	11.95	1.67	Not Significant
		Female	545	64.24	12.87		
4	Collegial teacher behaviour	Male	255	62.01	10.64	2.37	0.05 Significant
		Female	545	62.40	10.17		
5	Intimate teacher behaviour	Male	255	61.15	11.14	2.44	0.05 Significant
		Female	545	67.60	11.94		
6	Disengaged teacher behaviour	Male	255	62.45	14.54	1.42	Not Significant
		Female	545	63.55	15.05		
7	Total Organizational Climate	Male	255	61.18	7.64	2.08	0.05 Significant
		Female	545	63.54	6.68		

It is inferred from table 2, that the calculated 't' value (2.08) is greater than the table (1.96) at a 0.05, level of significance. It is concluded that there is a significant difference between male and female post graduate teachers in their organizational climate and its dimensions namely, supportive principal behaviour (2.85),

collegial teacher behaviour (2.37), intimate teacher behaviour (2.44). There is no significant difference between male and female post graduate teachers in the dimensions of organizational climate namely, directive principal behaviour (1.54), restrictive principal behavior (1.67), and disengaged teacher behaviour (1.42). Hence, the formulated null hypothesis that “there is no significant difference between male and female post graduate teachers in their organizational climate” is rejected.

Hypothesis 2(a): There is no significant difference between rural and urban post graduate teachers in their Job Satisfaction.

Table 3 't' values for Job Satisfaction of post graduate teachers based on Locality

Sl. No.	Dimensions of Job Satisfaction	Locality	N	Mean	SD	't' Value	Significance
1	Facilities	Rural	439	63.98	7.86	2.60	0.01 Significant
		Urban	361	61.76	7.11		
2	Workload and Superiors' aspect	Rural	439	64.05	8.69	1.24	Not Significant
		Urban	361	64.36	8.31		
3	Financial and Psychological aspect	Rural	439	63.78	8.36	2.67	0.01 Significant
		Urban	361	61.39	6.87		
4	Total Job Satisfaction	Rural	439	64.21	5.06	2.43	0.05 Significant
		Urban	361	62.53	4.37		

It is inferred from table 3, that the calculated 't' value (2.43) is greater than the table (1.96) at a 0.05, level of significance. It is concluded that there is a significant difference between rural and urban post graduate teachers in their job satisfaction and its dimensions namely, Facilities (2.60), Financial and Psychological aspect (2.67). There is no significant difference between rural and urban post graduate teachers in the workload and superiors' aspect (1.24) dimension of job satisfaction. Hence, the formulated null hypothesis that “there is no significant difference between rural and urban post graduate teachers in their job satisfaction” is rejected.

Hypothesis 2(b): There is no significant difference between rural and urban post graduate teachers in their Organizational Climate.

Table 4 't' values for Organizational Climate of post graduate teachers based on Locality

Sl. No.	Dimensions of Organizational Climate	Locality	N	Mean	SD	't' Value	Significance
1	Supportive principal behaviour	Rural	439	62.39	11.03	2.64	0.01 Significant
		Urban	361	65.51	10.45		
2	Directive principal behaviour	Rural	439	62.89	9.69	1.50	Not Significant
		Urban	361	63.31	12.06		

3	Restrictive principal behaviour	Rural	439	61.32	12.67	2.84	0.01 Significant
		Urban	361	63.18	12.23		
4	Collegial teacher behaviour	Rural	439	61.30	9.44	1.29	Not Significant
		Urban	361	65.67	10.96		
5	Intimate teacher behaviour	Rural	439	61.87	11.53	2.33	0.05 Significant
		Urban	361	62.60	11.19		
6	Disengaged teacher behaviour	Rural	439	63.21	15.69	1.84	Not Significant
		Urban	361	65.67	14.27		
7	Total Organizational Climate	Rural	439	62.61	7.01	2.16	0.05 Significant
		Urban	361	63.45	6.21		

It is inferred from table 4, that the calculated 't' value (2.16) is greater than the table (1.96) at 0.05, level of significance. It is concluded that there is a significant difference between rural and urban post graduate teachers in their organizational climate dimensions namely, supportive principal behaviour (2.64), restrictive principal behaviour behaviour (2.84), and intimate teacher behaviour (2.33). There is no significant difference between rural and urban post graduate teachers in their organizational climate and its dimensions namely, directive principal behaviour (1.50), collegial teacher behaviour (1.29), and disengaged teacher behaviour (1.84). Hence, the formulated null hypothesis "there is no significant between the rural and urban post graduate teachers in their organizational climate" is rejected.

Hypothesis 3(a): There is no significant difference among post graduate teachers working in different type of management (government/government-aided/ private) in their Job Satisfaction.

Table 5 'F' values for Job satisfaction of post graduate teachers based on the Type of Management

Sl. No.	Dimensions of Job Satisfaction	Source	Sum of Squares	df	Mean Square	F	Significance @ 5% Level
1	Facilities	Between Groups	0.19	2	0.09	3.87	0.05 Significant
		Within Groups	108.63	797	0.14		
		Total	108.82	799			
2	Workload and Superiors' aspect	Between Groups	0.27	2	0.14	5.77	0.05 Significant
		Within Groups	140.92	797	0.18		
		Total	141.19	799			
3	Financial and Psychological aspects	Between Groups	0.24	2	0.12	6.25	0.05 Significant
		Within Groups	122.83	797	0.15		
		Total	123.06	799			
4	Total Job Satisfaction	Between Groups	0.19	2	0.09	5.19	0.05 Significant
		Within Groups	44.61	797	0.06		
		Total	44.80	799			

It is inferred from table 5, that the calculated 'F' value (5.19) is greater than the table value (3.84) at a 0.05 level of significance. It is concluded that there is significant difference among post graduate teachers with the type of management (government/government-aided/ private) in their job satisfaction and its dimensions namely, Facilities (3.87), workload and superiors' aspect (5.77), and financial and psychological aspect (6.25). Hence, the formulated null hypothesis that "there is no significant difference among post graduate teachers with the type of management (government/government-aided/ private) in

their job satisfaction” is rejected

Hypothesis 3(b): There is no significant difference among post graduate teachers working in different type of management (government/government-aided/ private) in their Organizational Climate.

Table 6 'F' values for Organizational Climate of post graduate teachers based on Type of Management

Sl. No.	Dimensions of Organizational Climate	Source	Sum of Squares	df	Mean Square	F	Significance @ 5% Level
1	Supportive principal behaviour	Between Groups	1.40	2	0.70	3.54	Not Significant
		Within Groups	148.14	797	0.19		
		Total	149.54	799			
2	Directive principal behaviour	Between Groups	0.41	2	0.21	3.27	Not Significant
		Within Groups	133.54	797	0.17		
		Total	133.95	799			
3	Restrictive principal behaviour	Between Groups	0.41	2	0.21	3.45	Not Significant
		Within Groups	200.56	797	0.25		
		Total	200.97	799			
4	Collegial teacher behaviour	Between Groups	0.60	2	0.30	1.64	Not Significant
		Within Groups	133.21	797	0.17		
		Total	133.80	799			
5	Intimate teacher behaviour	Between Groups	0.54	2	0.27	1.21	Not Significant
		Within Groups	165.85	797	0.21		
		Total	166.39	799			
6	Disengaged teacher behaviour	Between Groups	0.03	2	0.02	3.27	Not Significant
		Within Groups	286.99	797	0.36		
		Total	287.03	799			
7	Total Organizational Climate	Between Groups	0.03	2	0.02	3.15	Not Significant
		Within Groups	55.06	797	0.07		
		Total	55.09	799			

It is inferred from table 6, that the calculated 'F' value (3.15) is less than the table value (3.84) at a 0.05 level of significance. It is concluded that there is no significant difference among post graduate teachers with the type of management (government/government-aided/ private) in their organizational climate and its dimensions namely, supportive principal behaviour (3.54), directive principal behaviour (3.27), restrictive principal behaviour (3.45), collegial teacher behaviour (1.64), intimate teacher behaviour (1.21), and disengaged teacher behaviour (3.27). Hence, the formulated null hypothesis that “there is no significant difference among post graduate teachers with the type of management (government/government-aided/ private) in their organizational climate” is accepted.

Hypothesis 4(a): There is no significant difference between permanent and temporary post graduate teachers in their Job Satisfaction.

Table 7 't' values for Job Satisfaction of post graduate teachers based on Nature of Employment

Sl. No.	Dimensions of Job Satisfaction	Gender	N	Mean	SD	't' Value	Significance
1	Facilities	Permanent	331	61.24	7.84	1.66	Not Significant
		Temporary	469	65.10	7.12		
2	Workload and Superiors' aspect	Permanent	331	65.21	7.82	2.72	0.01 Significant
		Temporary	469	62.95	8.97		
3	Financial and Psychological aspect	Permanent	331	66.75	8.12	2.98	0.01 Significant
		Temporary	469	57.77	7.11		
4	Total Job Satisfaction	Permanent	331	66.78	4.23	2.68	0.01 Significant
		Temporary	469	59.40	5.01		

It is inferred from table 7, that the calculated 't' value (2.68) is greater than the table value (2.58) at a 0.01 level of significance. It is concluded that there is a significant difference between permanent and temporary post graduate teachers in their job satisfaction and its dimensions namely, workload and superiors' aspect (2.72), and financial and psychological aspect (2.98). There is no significant difference between permanent and temporary post graduate teachers in the facilities (1.66) dimension of job satisfaction. Hence, the formulated null hypothesis that "there is no significant difference between permanent and temporary post graduate teachers in their job satisfaction" is rejected.

Hypothesis 4(b): There is no significant difference between permanent and temporary post graduate teachers in their Organizational Climate.

Table 8 't' values for Organizational Climate of post graduate based on Nature of Employment

Sl. No.	Dimensions of Organizational Climate	Gender	N	Mean	SD	't' Value	Significance
1	Supportive principal behaviour	Permanent	331	65.21	11.03	2.48	0.05 Significant
		Temporary	469	62.09	10.42		
2	Directive principal behaviour	Permanent	331	65.06	9.45	2.30	0.05 Significant
		Temporary	469	60.67	11.87		
3	Restrictive principal behaviour	Permanent	331	62.87	12.64	1.42	Not Significant
		Temporary	469	61.30	12.21		
4	Collegial teacher behaviour	Permanent	331	64.54	9.84	2.56	0.05 Significant
		Temporary	469	61.73	11.03		
5	Intimate teacher behaviour	Permanent	331	60.34	11.99	1.11	Not Significant
		Temporary	469	64.46	11.02		

6	Disengaged teacher behaviour	Permanent	331	64.07	15.13	1.36	Not Significant
		Temporary	469	64.62	14.36		
7	Total Organizational Climate	Permanent	331	63.11	6.43	2.31	0.05 Significant
		Temporary	469	62.84	7.19		

It is inferred from table 8, that the calculated 't' value (2.31) is greater than the table value (1.96) at a 0.05 level of significance. It is concluded that there is a significant difference between permanent and temporary post graduate teachers in their organizational climate and its dimensions namely, supportive principal behaviour (2.48), directive principal behaviour (2.30), and collegial teacher behaviour (2.56). There is no significant difference between permanent and temporary post graduate teachers in their organizational climate and its dimensions namely, restrictive principal behaviour (1.42), intimate teacher behaviour (1.11), and disengaged teacher behaviour (1.36). Hence, the formulated null hypothesis that "there is no significant difference between permanent and temporary post graduate teachers in their organizational climate" is rejected.

Hypothesis 5: There is no significant relationship between Job Satisfaction and Organizational Climate of post graduate teachers.

Table 9 Correlation coefficient values for Job Satisfaction and Organizational Climate

Sl. No.	Job Satisfaction and Dimensions of Organizational Climate	N	Correlation Coefficient	Result
1	Supportive principal behaviour	800	0.364	0.01 Significant
2	Directive principal behaviour	800	0.468	0.01 Significant
3	Restrictive principal behaviour	800	0.286	0.01 Significant
4	Collegial teacher behaviour	800	0.168	0.01 Significant
5	Intimate teacher behaviour	800	0.086	0.01 Significant
6	Disengaged teacher behaviour	800	0.243	0.01 Significant
7	Total Organizational climate	800	0.394	0.01 Significant

It is inferred from Table 9, that the value of correlation between job satisfaction and organizational climate (0.394), job satisfaction and supportive principal behaviour on organizational climate (0.364), job satisfaction and directive principal behaviour on organizational climate (0.468), job satisfaction and restrictive principal behaviour on organizational climate (0.286), job satisfaction and collegial teacher behaviour on organizational climate (0.168), job satisfaction and intimate teacher behaviour on organizational climate (0.086), job satisfaction and disengaged teacher behaviour on organizational climate (0.243), which are higher than the table 0.081 to be significant at a 0.01 level of significance. The correlation between these two variables is positive and significant. Therefore, it is found that there is a

significant and positive relationship between job satisfaction and organizational climate, and hence, the null hypothesis is rejected.

9. Recommendations to post graduate teachers:

1. Every teacher should equip himself/herself on the aspects of job satisfaction and criteria for rating to get the value points in various aspects.
2. It is recommended that teachers should carefully plan their lessons and notes, and administer assignments and tests to their students.
3. It is recommended that the post graduate teachers should take necessary steps to improve their organizational climate.
4. Learning new skills, perspectives, and techniques can be exciting and provide an energy boost and inspiration to launch you forward.
5. Developing professional skills in their jobs creates a new challenge. It will increase the level and respect of job satisfaction.

10. Conclusion:

This study was made to examine job satisfaction, and organizational climate of post graduate teachers. This study reveals that post graduate teachers have moderate level of job satisfaction, and organizational climate. Job satisfaction post graduate teachers are positively and significantly related to organizational climate. Organizational climate had a positive and significant impact on job satisfaction of post graduate teachers. Therefore, organizational climate is highly useful for increasing the job satisfaction of post graduate teachers.

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