

JOB SATISFACTION OF TEACHER EDUCATORS IN RELATION TO THEIR ORGANIZATIONAL CLIMATE

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Abstract

The present study aims to find out the job satisfaction of the teacher educators in self financing Colleges of Education. A total of 76 Assistant Professors were selected using random sampling technique. The data was obtained through job satisfaction and Institutional Climate. Results indicated a significant difference in organizational climate of male and female teacher educators. Rural and urban teacher educators do not differ significantly in job satisfaction and organizational climate. A positive high correlation found between job satisfaction and organizational climate.

Introduction

Teachers are undoubtedly the most important group of professionals for our nation's future. Therefore it is disturbing to find that many of today's teachers are dissatisfied with their jobs. A teacher's job is to help student to expand horizons of their awareness and to facilitate them into taking responsibility for their own actions, behaviour, attitude and learning. The teacher's role has changed in recent years. There has been a shift of emphasis from instructional techniques to developing learning techniques. Teacher's role is to increase student motivation and develop the skills or strategies that make a student more competent and to structure the learning environment so that students are able to take responsibility of their own learning. The teachers henceforth, need to keep themselves updated along with understanding of the urgency of motivating themselves so that they can successfully discharge their responsibilities.

Job satisfaction has been defined as the degree to which employees have a positive affective orientation towards employment by the organization (Price,1997). Another defines Job satisfaction as an affective reaction to a job that results from the incumbents comparison of actual outcomes with those that are desired (Cranny, smith, stone 192).

Job satisfaction is the favourable or unfavourable subjective feeling with which employees view their work. It results when there is congruence between job requirement demands and expectation of employees. It expresses the extent of match between

employees, expectation of the job reward that the job provides. The factors of physical conditions and social nature affect Job satisfaction and productivity. Kreitner and Kinicki, (1998) defines job satisfaction as an affective or emotional response towards various factors of one's job.

Job satisfaction consists of the total body of feelings about the nature of job promotion, nature of supervisor etc that an individual has about his job. If the sum of influence of these factors gives rise to feelings of satisfaction, the individual has job satisfaction.

Job satisfaction is related to working conditions and level of professionalism is a key factor in successfully recruiting and retaining teachers (Standbury and Zeimerman, J, 2000) career satisfaction for teachers hinges on the ability to pursue the personal values and beliefs that led them into teaching to be service and to make valued contributions to young students (Mc Laughlin and Yee, 1998) various studies conducted in different countries have shown that teacher autonomy is important for job satisfaction (Hoyle & John, P, 1995). In other words teacher professionalism is not just about salary, it is also about intrinsic benefits of teaching - the satisfaction derived from seeing learners developing for instance.

Education is the process of instruction aimed at developing the knowledge, skills, attitude or character of individuals for preparing them to live a meaningful life. It is education that makes an individual rational. In fact the training of human mind is not complete without it. The strength of a nation depends upon how well educated its citizens are. Educators believe that recognizing teaching as a profession and developing professional teachers is a possible solution to teachers' lack of motivation and satisfaction, professionalism and empowerment as well as teachers' stress. (Pearson & Moomaw -2006)

Need for the Study

Specifically, teachers' satisfaction with his or her career may influence the quality and stability of instruction given to students. Some researchers argue that teachers who do not feel supported in their work may be less motivated to do their best work in the classroom (Ostroff, 1992, Ashton & Webb, 1986). As in the case of all white - collar position both intrinsic and extrinsic factors affect teachers' satisfaction. While intrinsic forces may motivate people to become teachers. Extrinsic conditions in this position and their desire remain in teaching throughout their career.

In recent years government educator's organizations and other groups have sought to improve the public image of the teaching occupation so as to attract more people into the occupation (Hangreaves, 2000)

The development of a transformation teaching profession requires a reinstatement of trust, at both local and global levels, enabling teachers to raise their motivation level to

become better teachers in an environment of optimum stress, be satisfied with their job and allow teachers to act with autonomy to openly acknowledge their learning needs. So the present study was conducted to attain the following objectives

Objectives

1. To find out the significance of difference between the male and female teacher educators in relation to job satisfaction.
2. To find out the significance of difference between the male and female teacher educators in relation to organizational climate.
3. To find out the significance of difference between the rural and urban teacher educators in relation to job satisfaction.
4. To find out the significance of difference between the rural and urban teacher educators in relation to organizational climate.
5. To find out the significance of correlation between the job satisfaction and organizational climate.

Hypotheses

1. There is no significant difference between male and female teacher educators in relation to job satisfaction.
2. There is no significant difference between male and female teacher educators in relation to organizational climate.
3. There is no significant difference between rural and urban teacher educators in relation to job satisfaction.
4. There is no significant difference between rural and urban teacher educators in relation to organizational climate.
5. There is no significant correlation between job satisfaction and organizational climate.

Methodology

The investigator has used the descriptive survey method for the present study.

Tools Used in the Study

The problem of the present study dictates the investigator to make use of the following relevant tools.

- a) Job satisfaction - 5 point rating scale tool - standardised by Sathiyagirirajan.
- b) Organizational Climate - 5 point rating scale tool - standardised by Sathiyagirirajan.

Population & Sampling

The population of the present study comprises of all the teacher educators in colleges of education in Trichy District. From the population the investigator has chosen 76 teacher educators using simple random sampling technique.

Hypotheses Testing

1. There is no significant difference between male and female teacher educators in relation to job satisfaction

Table 1.1

Difference between male and female in relation to job satisfaction

S. No	Gender	N	Mean	SD	Calculated 't' value	Remark
1	Male	35	104.34	9.302	1.620	NS
2	Female	41	100.32	11.926		

Since the calculated value 1.620 is less than the table value at 5% level of significance, the null hypotheses is accepted.

2. There is no significant difference between male and female teacher educators in relation to organizational climate

Table 1.2

Difference between male and female in relation to organizational climate

S. No	Gender	N	Mean	SD	Calculated 't' value	Remark
1	Male	35	101.94	7.083	2.696	S
2	Female	41	93.49	17.348		

Since the calculated value 2.696 is greater than the table value at 5% level of significance, the null hypotheses is rejected.

3. There is no significant difference between rural and urban teacher educators in relation to job satisfaction

Table 1.3

Difference between background variables in relation to job satisfaction

S. No	Locality	N	Mean	SD	Calculated 't' value	Remark
1	Rural	45	102.71	9.935	0.517	NS
2	Urban	31	101.39	12.331		

Since the calculated value 0.517 is less than the table value at 5% level of significance, the null hypotheses is accepted.

4. There is no significant difference between rural and urban teacher educators in relation to organizational climate

Table 1.4

Difference between background variables in relation to organizational climate

S. No	Locality	N	Mean	SD	Calculated 't' value	Remark
1	Rural	45	99.22	10.287	1.371	NS
2	Urban	31	94.71	18.316		

Since the calculated value 1.317 is less than the table value at 5% level of significance, the null hypotheses is accepted.

- There is no significant correlation between job satisfaction and organizational climate

Table 1.5

Correlation between Job Satisfaction and Organizational Climate

Variables	N	Calculated 'r' value	Table 'r' value	Remark
Job Satisfaction & Organizational Climate	76	0.751	0.198	S

Since the calculated 'r' value 0.751 is greater than the table value 0.198 at 5% level of significance, the null hypotheses is rejected.

Major Findings:

- ✓ There is no significant difference found between male and female student teacher educators in job satisfaction
- ✓ There is significant difference between male and female student teachers in their organizational climate. Male teacher educators are found superior to their female counterparts.
- ✓ There is no significant difference found between rural and urban teacher educators in their job satisfaction and organizational climate.
- ✓ Significant correlation is found between job satisfaction of the teacher educators and their organizational climate.

From the investigation of differential analysis, it is observed that there is no significant difference between male and female teacher educators in their job satisfaction but there is a significant difference found between male and female teacher educators in their organizational climate. Due to various reasons like improper working condition, average professional commitment found among them. From the correlational analysis, job satisfaction is significantly correlated with organizational climate.

Conclusion

Spector (1997) presented three reasons to clarify the importance of job satisfaction. First, organizations can be directed by humanitarian values. Based on these values they will attempt to treat their employees honorably and with respect.

Job satisfaction assessment can then serve as an indicator of the extent to which employees are dealt with effectively. High levels of job satisfaction could also be a sign of emotional wellness or mental fitness. Second, organizations can take on a utilitarian position in which employees' behavior would be expected to influence organizational operations according to the employees' degree of job satisfaction/dissatisfaction.

Job satisfaction can be expressed through positive behaviors and job dissatisfaction through negative behaviors. Third, job satisfaction can be an indicator of organizational operations. As Spector (1997) believed that each one of the reasons is validation enough of the significance of job satisfaction and that the combination of the reasons provides an understanding of the focus on job satisfaction. From the above study reveals that organizational climate influences the job satisfaction.

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