

# Organizational Climate of Schools and Job Satisfactions of Secondary School Teachers in Lakhimpur District of Assam

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## Abstract:

This study investigated the organisational climate of schools and job satisfaction of secondary school teachers in Lakhimpur district of Assam. This study is conducted on a sample of 60 teachers selected from 15 govt. and private secondary schools. The descriptive method is used for data collection. This study generalised that there is a positive interrelationship between organisational climate of teachers and job satisfaction level of teachers in Lakhimpur Districts.

**Keywords:** Organizational Climate, Job Satisfactions, Secondary Schools and Teachers..

## I. INTRODUCTION

Theoretically speaking the organization of a school is the administrative expression of educational theory. Here, organization views as the structure of the framework within which the teachers and supervisors operate. Every organization develops a structure to facilitate its functioning and to control the action of its members. It contributes to the explanation of prediction of behaviour. According to Fraser organizational consists of deliberating arrangements among groups for doing things ..... i) Arrangements for coordinating the activities of ii) coalition of group that have a collective identify for and iii) coordinated through a system of authority. Organisational climate considered just an aspect of the total environment of the organization. It is also institutional atmosphere characterized by the people's interaction, their attitudes, behaviours and approaches, their actions and reactions, their philosophy about institutional practice and their perceptions of what it is. Organizational climate of an educational institution is the product of the relationships between the Head Masters and his staff, between teachers and his students and of the teacher among themselves.

Job satisfaction simply means how people feel about their jobs and different aspects of their jobs. It is the extent to which people like or dislike their jobs. It depends on the balance between work-role inputs such as education, working time, effort and work role, fringe benefits, status, working conditions, intrinsic aspects of the job.

## II. REVIEW OF RELATED STUDY

Collie, Rebecca. J (2010) finding that positive school climate significantly predicted lower teachers stress, increased teachers job satisfaction and increased teacher sense of efficacy. Of the school climate variables, student relations played the most significant role in predicting better teacher outcomes.

Pangil, F (2011) in his study indicated that the participation has a negative impact on job satisfaction, which means in this organization, the employees do not like high level of participation.

Chetia and Dutta (2018) study the organisational climate of teachers and school climate of students in secondary schools of Sivasagar Block, Khelua of Assam. In their findings revealed that there no difference between organisational climates of gender as well as localities of secondary school teachers in

Sivasagar Block, Khelua of Assam.

### III. NEED OF THE PROBLEM

The importance of the study is to know the working condition among head teachers and teacher's relationship among staff of an organization/institution. It also knows the various elements impacting their job satisfaction.

### IV. STATEMENT OF THE PROBLEM

“Organizational Climate of Schools and Job Satisfaction of Secondary School Teachers in Lakhimpur district of Assam”.

### V. OBJECTIVE OF THE STUDY

- (i) To observe the organizational climate of gender, localities and management of teachers.
- (ii) To see the job satisfaction level of gender, localities and management of teachers.
- (iii) To compare the interrelationship between organizational climate and job satisfaction level of teachers.

### VI. NULL HYPOTHESIS OF THE STUDY

- (i) There is no significant difference between the organisational climates mean scores of gender, localities and management of secondary school

teachers.

- (ii) There is no significant difference between job satisfaction level of gender, localities and management of secondary school teachers.

- (iii) There is no significant relationship between organisational climate and job satisfaction level of secondary school teachers in Lakhimpur district of Assam.

### Methodology of the study

The Descriptive method will be employed for the completion of the present study.

### Sample of the Study

The 60 teachers are selected randomly.

### Tools of the Study

- (i) Organizational Climate tool employed Pethe. S, Chaudhari. S and Dhar. U
- (ii) Job Satisfaction Scale developed by Dixit. M (1993)

### VII. RESULT AND DISCUSSION

The results have been presented in the following tables wise.

Hypothesis-1: There is no difference between the organisational climates mean scores of gender, localities and management of teachers.

**Table-1** Computation of Mean, SD and CR(t-value) of organizational climate

Variable	Group	N	Mean	SD	t-value	Remarks
i) Organizational Climate	Male	10	98.1	17.26	1.42	Not Significant
	Female	10	86.3	19.73		
	Rural	10	81	14.20	1.54	Not Significant
	Urban	10	89.6	10.46		
	Government	10	89.4	14.09	1.33	Not Significant
	Private	10	77.1	25.63		

gender teachers are 98.1 and 86.3 respectively.

The table-1 showed that the mean scores of When we calculated t value we found that there is no

mean difference between gender teachers significant at 0.05 level. It means that organisational climate of gender teachers does not show any real differences of secondary level.

From Table-1, also show that the average value of secondary teachers on organisational climate of rural areas are 81 and that of urban areas are 89.6 respectively. When we compare the average value of both the localities, it was found that the calculated 1.54 is lower than the table t-value 2.10. This means that the mean difference on organisational climate between rural areas and urban areas teachers is not significant. Here we say that the teacher came from

any background they did not differ in their work. They adjust any situations.

Table 1 also indicates that the average values of management teachers are 89.4 and 77.1 respectively. When we computed t-value 1.33 is smaller than the criterion t-value (2.10) at .05 level of confidence for 18 df. So the formulated null hypothesis is accepted.

#### Hypothesis-2

There is no significant difference between job satisfaction level of gender, localities and management of school teachers.

**Table-2** Computation of Mean, SD and CR (t-value) of gender (20); localities (20) management (20) Teachers

Variable	i) Group	ii) N	iii) Mean	x) SD	t-value	Remarks
Job Satisfaction Level	Male	10	118.6	11.93	1.10	Not Significant
	Female	10	112.9	11.17		
	Rural	10	125.2	14.52	0.58	Not Significant
	Urban	10	121.6	13.26		
	Government	10	110.7	9.59	0.53	Not Significant
	Private	10	113.1	10.59		

Computed t-value (1.10) is smaller than the table value. Hence, similar level is found in gender teachers. The above table also find that there is no difference in gender teacher in their job satisfaction level of own field.

The mean scores of rural teachers are 125.2 and that of urban teachers is 121.6 with SD of 14.52 and 13.26 respectively. Calculated value is smaller than table value. It means null hypothesis is accepted. So, we can say that there is no difference between job satisfaction level of any areas of teachers in

Lakhimpur District of Assam.

At last, we also observed that the average value of government teachers is 110.7 and that of private teachers is 113.1 with SD, 9.59 and 10.59 respectively. The calculated t-value 0.53 is smaller than the table value at .05 level of significance. So they have not significantly differed.

Hypothesis-3: There is no relationship between organisational climate and job satisfaction level of secondary school teachers in Lakhimpur district of Assam

**Table-3** Computation of Mean, SD and CR(t-value) of organisational climate and job satisfaction level

(lxxxviii) Variables	(lxxxix) N	(xc) Mean	(xci) SD	(cii) t-values	(xciii) Remarks
(xciv) Organisational Climate	(xcv) 60	(xcvi) 86.92	(xcvii) 18.13	(xcviii) (c)	

(cii) Job Satisfaction (ciii) 60 (iv) 117.02 (cv) 12.59 (xcix) 10.56 (ci) Significant

The Table-3 shows the mean scores on organisational climate and job satisfaction are 86.92 and 117.02 respectively with the S.D as 18.13 and 12.59 for the different variables in order for the whole sample. Therefore, the table shows that the whole sample of Lakhimpur district teachers having high significant relationships. So far their t value is 10.56 concerned. Hence, this hypothesis is rejected. In these contexts it is to be generalized that there is a positive interrelationship between organisational climate of teachers and job satisfaction level of teachers in Lakhimpur Districts.

### VIII. RECOMMENDATIONS OF THE STUDY

Investigators are proposed following recommendations:

1. Improving the system of educational institute of educators, especially recruitment management of prospective teachers.
2. The Principal is responsible for managing all resources at school efficiently and effectively to advance the school and will be transformed into a work climate that motivates teachers to continue to initiate, creatively and innovatively develop learning materials presented in the classroom.
3. Teacher developed his professional growth like: Improvement of qualifications, Updating Knowledge in the subject matter, Participation in Orientation Programmes and Refresher courses; Participation in Seminars and Conferences, Working as paper-setters for Examinations.
4. Institution provides instructional facilities like: Laboratories, Teaching-learning materials, Teachers' Handbooks etc.

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