



RESEARCH ARTICLE

CORRELATIONAL STUDY BETWEEN TEACHERS JOB SATISFACTION AND EDUCATIONAL ATTAINMENT OF STUDENTS IN VARIOUS SCHOOL ORGANIZATIONAL CLIMATE

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ABSTRACT

Present study is an attempt to determine the correlation between teachers' job satisfaction and educational attainment of higher secondary school students in various school organizational climates. By adopting the principle of stratified proportionate random sampling technique, Eight Hundred and Twenty Three higher secondary school teachers and Seven Hundred Fourty higher secondary students were selected from various higher secondary schools of Durg district of Chhattisgarh. Tools used for the study were school organizational climate by Sharma (1978), job satisfaction scale by Mutha and Kumar (1985) and culture fair intelligence test by Cattell (1961). Data was analyzed by computing correlation by Karl Pearson product moment findings indicates significant correlation between job satisfaction of teachers and educational attainment of pupil in various school organization climate. Similar finding was observed when correlation was computed between job satisfaction and educational attainment of students on the basis of gender.

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INTRODUCTION

School environment plays an important role in achieving the goals framed for the children, because the school environment has maximum impact on their thinking, reasoning, problem solving, behavior, achievement, attitudes and values. According to Halpin and Crofts (1963) the organizational climate can be constructed as the organizational personality of a school. According to Halpin (1966) "What personality is to the individual, organizational climate is to the organization". Organizational climate is related to such terms as atmosphere, personality, tone or ethos. McEvoy and Welker (2000), Taylor and Tashakkori (1995) found that a positive school climate is associated with increased job satisfaction for school personnel. A positive, supportive and culturally conscious school climate can significantly shape the degree of academic achievement experienced by urban students (Haynes and Corner, 1993). Halpin (1967) identified six types of organizational climate. He classified: The first as open climate that is characterized by low disengagement, low hindrance, high intimacy, high morale and high consideration. In this type of climate, nothing is hidden from any worker. Every teacher feels satisfied with work, teacher relations that are professional, collegial, friendly and committed to the education of students. The principal is supportive and professional and doesn't restrict or direct teachers with orders. The second category is the closed climate. It is characterized by high disengagement, high hindrance, low morale and low consideration. The head teachers and teachers are displeased with everything while exhibiting lack of commitment to work. Teacher relations are disengaged, distant, suspicious and not professional. The

principal is restrictive and not supportive. The third is the autonomous climate which is characterized by complete freedom for teachers to conduct their work. The head teacher, though hard working is relatively aloof. The fourth category is the controlled climate where the head teacher is highly domineering, aloof but not considerate. The personal problems of staff are given little emphasis. The fifth category is the paternal climate. It is characterized by low aloofness. The head teacher tries hard but ineffective in terms of productivity. Head teacher is more of a dictator while teacher don't get on well with one another. The sixth category is the familiar climate. It is characterized by sociability, at the expense of job performance.

The head teacher, though considerate don't emphasize productivity. He is indifferent to the objectives of the school while co-operation among staff is poor (Aderoumnu, Jiboyewa and Ejiogu, 1988, Downey, Hellriegel and Slocum, 1995) school organizational climate was positively related to pupil performance, innovative index and teacher morale (Kothai Pillai, 1973). Job satisfaction is considered to have an effect on the quality of teaching and on the school achievement of pupils (Somech and Drach Zahary 2000, Nabi 1995, Menlo and Poppleton, 1990). Hoppock (1975) defined job satisfaction as the degree to which personal wants, both material and psychological are realized by individuals while performing tasks assigned to them. Teacher career satisfaction does exert a positive and significant influence on student learning (Michaelowa, 2002). Present study is an attempt to determine the correlation between teachers' job satisfaction and educational attainment of higher secondary school students in various school organizational climates.

Problem and Hypotheses

- To study the relationship between job satisfaction of teachers and educational attainment of students in various school organizational climate.
"There will be significant relationship between job satisfaction of teachers and educational attainment of students in various school organizational climates".
- To study the relationship between job satisfaction of teachers and educational attainment of students in various school organizational climate on the basis of gender.
"There will be significant relationship between job satisfaction of teachers and educational attainment of students in various school organizational climates on the basis of gender".

METHODOLOGY

Research model – Survey model was used in the study.

Participants

Sample include Eight Hundred Twenty Three higher secondary school teachers and Seven Hundred Fourty students of higher secondary schools of Durg district, selected by adopting stratified proportionate random sampling technique.

Data Gathering

Standardized tool used for data collection were school organizational climate by Sharma (1978), Job satisfaction scale by Mutha and Kumar (1985) and Culture fair intelligence test by Cattell (1961).

ANALYSIS, INTERPRETATION AND DISCUSSION

Table 1. Relationship between job satisfaction and educational attainment of pupils in various types of school climate

#	Type of school climate	Variables		r	Level of significance
1	Open type of school	Job Satisfaction and Educational Attainment	Total	+ 0.4359	S**
			Male	+ 0.384	S**
			Female	+ 0.200	S*
2	Autonomous type	Job Satisfaction and Educational Attainment	Total	+ 0.432	S**
			Male	+ 0.26	S*
			Female	+ 0.579	S***
3	Familiar type	Job Satisfaction and Educational Attainment	Total	+ 0.359	S***
			Male	+ 0.4601	S***
			Female	+ 0.247	NS
4	Controlled type	Job Satisfaction and Educational Attainment	Total	+ 0.291	S**
			Male	+ 0.343	S**
			Female	- 0.089	NS
5	Paternal type	Job Satisfaction and Educational Attainment	Total	+ 0.055	NS
			Male	+ 0.031	NS
			Female	- 0.130	NS
6	Closed type	Job Satisfaction and Educational Attainment	Total	+ 0.672	S***
			Male	+ 0.678	S***
			Female	+ 0.753	S***

S*** – SIGNIFICANT AT 0.001 LEVEL

S** – SIGNIFICANT AT 0.01 LEVEL

S* – SIGNIFICANT AT 0.05 LEVEL

Statistical analysis of data was done by computing correlation by Karl Pearson product moment.

Research procedure

Higher secondary schools were categories in to various organizational climates on the basis of scores obtained on school organizational climate scale. The scores obtained by students during annual exam conducted by board exam were considered for educational attainment. Students having IQ-100–131 obtained on Cattell's Culture fair intelligence test were selected for study.

RESULT AND DISCUSSION

Table 1. Clearly indicates significant correlation between teachers job satisfaction and educational attainment of pupils in various types of school organizational climate except paternal type of school organizational climate. The findings is in conformity with the findings of Taylor and Tashakkon (1995) and Haynes, Emmons and Corner (1993), that a positive school climate is associated with increased job satisfaction for school personnel and can significantly shape the degree of academic achievement. It is in line with the findings of Kothai Pillai (1973) that school organizational climate was positively related to pupil performance, innovative index and teacher morale. According to Michaclowa (2002) teacher job satisfaction does exist a positive and significant influence on student learning. Similar finding was observed by Somech and Drach Zabary (2000), Nabi (1995), that job satisfaction has significant effect on the quality of teaching and on the school achievement of pupils. Similar result was obtained when correlation was computed between teacher's job satisfaction and educational attainment of pupil on the basis of gender in various school organizational climates except in paternal type of organizational climate where no significant correlation was observed between the variables. In paternal type of organizational climate, factors like quality of interaction between teachers and students (Kupermine, Leadbeater and Blatt, 2001), student's and teachers' perception of their school environment (Johnson, Johnson and Zimmerman, 1996) may be the reason behind in significant relationship between variables.

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