American Association for Science and Technology

Impact of Organizational Set up on the Adjustment and Job-Satisfaction of Male and Female School Teachers

Rekha Sharma   Department of Psychology, Govt.National College, Choudhary Devi Lal University, Sirsa, India

Daljit Singh   Department of Psychology, Govt.National College, Choudhary Devi Lal University, Sirsa, India

20 teachers of senior-secondary school of Sirsa district wererandomly selected and evaluatedwith the help of teacher adjustment inventory by RashmiOjha (1990) and job-satisfaction questionnaire by Kumar and Mutha (1985). In this study the effect of organizational setup was studied on gender, adjustment and job-satisfaction of senior secondary school of Sirsa. Organizational set-up was divided into two--(1) govt. senior secondary school (2) Private senior secondary school. Data was analyzed in two parts:(1) on the basis of correlation (2) on the basis of significance of difference between two means. Findings revealed: (1) all teachers had negative correlation between adjustment and job-satisfaction but only female teachers in private senior secondary school showed significant negative correlation. (2) In second part significant difference was found between males and females on job-satisfaction only in Private senior secondary school. (3) A significant difference on job-satisfaction was found between male teachers of govt. and private senior secondary schools. (4) A significant difference on job-satisfaction and adjustment was found betweenfemale teachers of govt. and private senior secondary schools.

Introduction

An organization is an entity where the members work together to achieve a goal or common purpose e.g. schools, colleges, universities, hospitals, factories and many more. Peoples who work in an organization are central to its functioning. Therefore a dynamic organization is constantly evolving and growing in terms of its mission, area of activity, size etc. It also develops conducive climate that helps employees to attain self- fulfilment and contribute their utmost to the achievement of organizational goals. Therefore most organizations adopt strategies that are eventually meant to utilize the capabilities of individuals and groups optimally towards achievement of organizational objectives. This is done only by the performance of people of that group because the performance of an individual is a function of his or her ability and willingness or desire to use one's ability to achieve certain goals. It involves work motivation and reward system as both are related to job satisfaction and overall performance of the employee. A well motivated employee, regardless of his/her minor adjustment problems is likely to feel more satisfied. Hence it is more essential to understand the relationship between these concepts as to apply them in the day to day management of adult learning for better performance in a particular organization.

Job satisfaction in a organization can be defined as an individual's overall attitude towards his/ her job. It is a positive state resulting from the appraisal of one's job or job experience. Although it is regarded as general attitude but satisfaction is related with some specific job dimensions like pay, the work itself, promotions, opportunities, supervision, co-workers etc. The degree of satisfaction may vary with how well outcomes fulfill or exceed expectations. Many factors have been identified that are directly related to job satisfaction in a particular organization are nature of work (flexibility, freedom, discretion available in job), working conditions (comfort, salary, challenges, resources, co-worker's attitude etc) competent

and considerate supervisors etc.

Organizational structure or set-up is thus a way in which the interrelated groups of an organization are constructed. The main concerns are effective communication and coordination. Several aspects determine organizational structure i.e. size, strategy, technology, chain and span, environment, power and control, and differentiation-integration. More over Organizational structure or set-up operates in an environment, which is outside and is constituted by various significant forces. Some of them are competitors, financial resources, regulatory bodies and government. The main characteristics of the environment affecting its set-up are environmental complexity, uncertainty, and time-horizon. Power & control (govt. agencies in govt. schools and management in private schools) are two very strong and important determinants of defining nature of Organizational set-up. These two variables are directly related to decision–making and allocation of resources. The control of power may be decentralized, as in case of govt. schools and it may be centralized, as in private schools. Many researches were done in the field of job satisfaction, attitude, motivation, preference, adjustment, teaching effectiveness and job satisfaction, role conflict, dimensions of values, leadership characters, personality variables related to particular organizational context by Atreya, Jaishanker (1989), Panda, B.B.(2001), Aggarwal, M.(1981), Shrivasata, Kavita (1991), Clemence 1989), Nongrum, Medalin (1991), Goyal, J.C. (1980).

Nowadays, one more variable is emerging powerful i.e. organizational culture. It includes values, ethics, beliefs, ethos, climate and culture. Ethics refers to the normative, to what is socially desirable. Values, beliefs, attitudes and norms are interrelated. Interaction between values and beliefs results in attitude formation, which then produces norms. Values and beliefs are the core of an individual self, while attitudes form the next layer, followed by norms of behavior. When these get institutionalized or when they accumulate and integrate, social phenomena are formed. Ethos is underlying spirit or character of an entity or group and is made up of its beliefs, customs, and practices. At the base of ethos are core values. OCTAPACE is a term indicating eight steps needed to create a functional ethos: openness, confrontation, trust, authenticity, pro activity autonomy, collaboration and experimentation. Culture is reflected in the external life of a society or an organization, as well as in the values and beliefs held by its members. Hofstede (1980) proposed four cultural dimensions: Individualism vs. collectivism, Power distance, uncertainty avoidance, masculinity vs. femininity. The various dimensions of culture can be derived from six concerns: (1) relationship with nature (2) orientation to the environment (3) time orientation (4) orientation to collectivity (5) sex differences (6) orientation to power.

Indian culture has a long history and has several strengths that have sustained not only the culture, but helped it to become a unique one, and make significant contributions to other parts of world. Pareek (2002) has given universalism, ambiguity-tolerance and self- restrains as strength of Indian culture where as narcissism, power concentration and attribution thinking as weaknesses. Organizational culture in India may be autocratic---following proper protocol and dominated by dependency and affiliation as secondary, bureaucratic---following proper rules and regulations, technocratic---following by expert power and entrepreneurial---following by feedback of results. Sirsa, an area in India, is agriculture based area which is educationally not so much advanced but economically rich. It has peculiar character in itself. Here, youth whatever their profession may be, show their real, utmost worth only when there is a significant challenges for them (Singh,S.2014).Here, all schools has mixture of all types of Organizational culture. In the above frame of work, it is needed to study the impact of organizational setup or culture on adjustment and job-satisfaction of school teachers, males as well as females.

Objective of the Study

Impact of organizational set up on the adjustment and job-satisfaction of male and female school teachers.

Hypotheses

Part-I

1. Ho: There would be no correlation between adjustment and job-satisfaction in male school teachers in different organizational set-up; govt. schools and private schools.

2. Ho: There would be no correlation between adjustment and job-satisfaction in female school teachers in different organizational set-up; govt. schools and private schools.

Part-II

1. Ho: Govt. schools would show no significant difference between adjustment and job-satisfaction of male and female teachers.

2. Ho: Private schools would show no significant differencebetween adjustment and job-satisfaction of male and female teachers.

3. Ho: There would be no significant difference between adjustment andjob-satisfaction of male teachers due to govt. and private schools.

4. Ho: There would be no significant differencebetween female teachers of govt. and private schools due to adjustment andjob-satisfaction.

Delimitation of the Present Study

The study was conducted on a purposive sample of 120 teachers (60 sec. school teacher from govt. school and 60 sec. school teachers from private school of Sirsa in Haryana,India.). It has some limitations:

- The study was confined to secondary school teachers only.

- The study was confined to Sirsa district of Haryana only.

- The study was limited to the study of job satisfaction inrelation to adjustment of school teachers (private and govt. schools) only.

Methodology

Sample of the Study

In the present study, the sample was selected randomly from various govt. and private schools of Sirsa, a city of Haryana in India which is agricultural based area and is economical rich but comparatively educationally backward. The sample was consisted of total (N=120) school teachers, each 60 from govt. and private schools, in which 30 were males and 30 were females.

Tools:

Following tools---Teacher Adjustment Inventory and Job-satisfaction scale were used as tools in this study. Their brief descriptions were given below:

Teacher Adjustment Inventory

This inventory was developed by Rashmi Ojha (1990). This inventory consists of 40 'yes-no' type items. Each statement of this inventory has been assigned particular numerical value depending on the responses given by respondent. Total marks were calculated by simple summation to get the whole marks on this inventory. The reliability of this inventory has been estimated through test-retest and split half methods which were found to be.98 and.87 and the validity of this inventory was found to be.79 respectively.

Job-Satisfaction Questionnaire

This questionnaire was developed by Kumar and Mutha (1985). It consisted of 29 highly discriminative 'yes-no' items. The total score varies from 0 to 29. High scores obtained by respondents were indicative of high job-satisfaction and low scores obtained by respondents were indicative of low job-satisfaction. Reliability of this questionnaire was found to be.95 and side by the face validity of this questionnaire was found to be.63, high and satisfactory.

Procedure

Before collecting the data permission from the Head of the concerned school was taken and then personally collected the data after giving instructions to the respondents individually. After that scoring was done according to the norms of the used inventory/questionnaire.

Statistical Procedure

First part was analyzed on the basis of correlation (Pearson's product moment) between adjustment and job-satisfaction of male and female school teachers of private and govt. setup and it was shown in table-I

Second part was analyzed by significance of difference between two means (t-test) of all possible combination of organizational setup, gender, adjustment and job satisfaction and this was summarized in table-II.

Table 1. *Table showing correlation between job-satisfaction and adjustment of private and govt. school teachers (males and females).*

Organizational setup	N	Gender	Correlation between adjustment and job satisfaction	Significance level
Private school	30	Male	-.17	n.s.
Private school	30	female	-.43	.01
Govt. school	30	Male	-.008	N.s.
Govt. school	30	female	-.027	n.s.

Table 2. *Table showing significance of difference between two means of adjustment and job-satisfaction of male and female school teachers of govt. and private schools.*

Org.setup	gender	Variables	Pair	N	Mean	Diff.	SD	SEdm	t	Sig.level
Govt.s.	M	Ad.	Male, female	30	29.26	.23	4.57	.87	.26	n.s.
Govt. s.	F	Ad		30	29.03	----	1.32			
Govt.s	M	Job sat.	Male, female	30	25.86	-.09	4.60	.89	-1.01	n.s.
Govt. s	F	Job sat.		30	26.76	------	1.67			
Private s.	M	Ad	Male, female	30	30.33	.97	6.33	1.54	.63	n.s.
Private s.	F	Ad		30	29.36	------	5.61			
Private s.	M	Job sat.	Male, female	30	21.36	-3.6	3.34	.97	-3.71	.01
Private s.	F	Job sat.		30	24.96	-----	4.13			
Govt.s	M	Job sat.	Govt., Private	30	25.86	4.5	4.60	1.03	4.37	.01
Private s.	M	Job sat.		30	21.36	-----	3.34			
Govt.	F	Job sat.	Govt.,Private	30	26.76	1.8	1.67	.81	2.22	.05
Private	F	Job sat.		30	24.96	----	4.13			
Govt.	M	Adjustment	Govt.,Private	30	29.26	-1.07	4.57	1.42	-.75	n.s.
Private	M	Adjustment		30	30.33	-----	6.33			
Govt.	F	adjustment	Govt.,Private	30	26.76	-2.6	1.67	1.15	-2.26	.05
Private	F	adjustment		30	29.36		5.61			
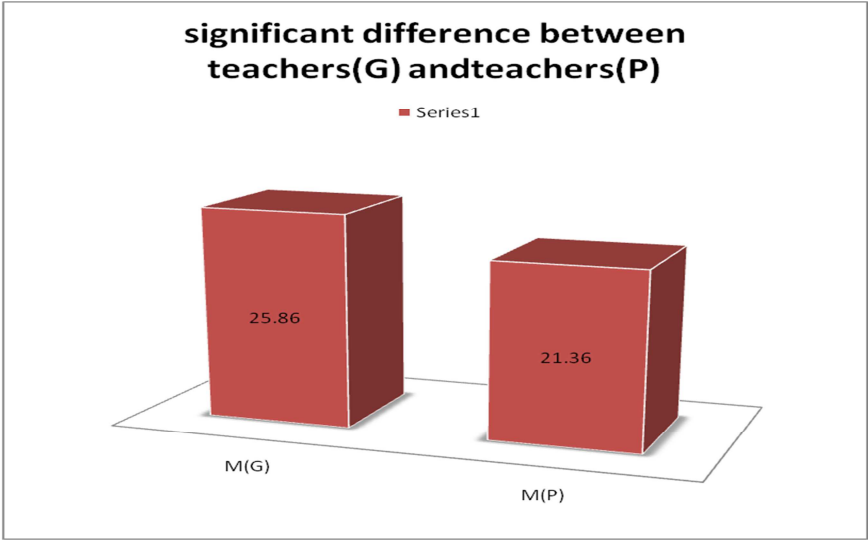
Graph 1. *Graph showing significant difference between teachers(male) of govt. and private schools on job-satisfaction.*
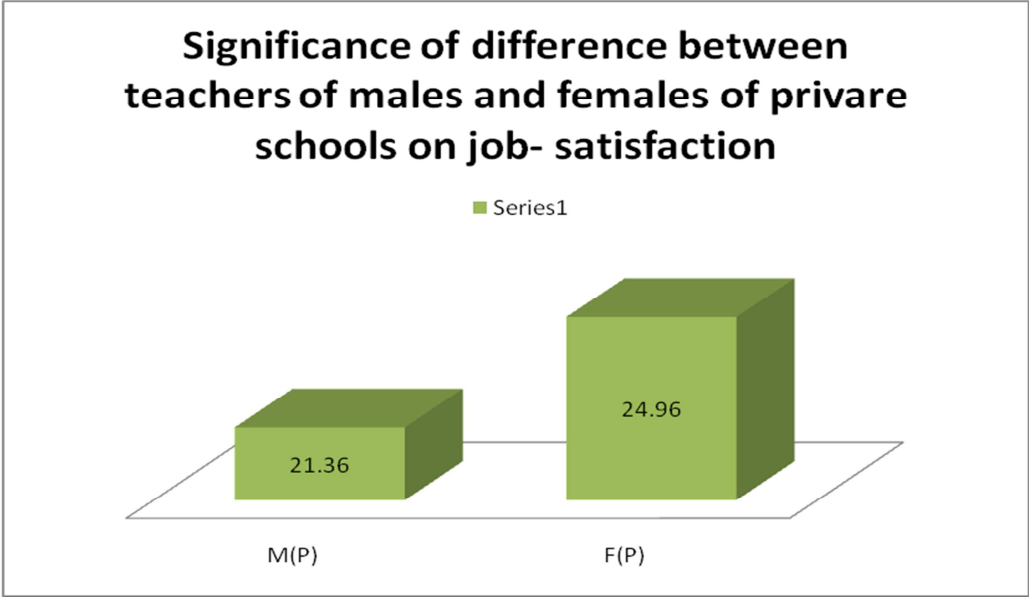
Graph 2. *Graph showing significant difference between teachers (male &female) of Private schools on job-satisfaction.*
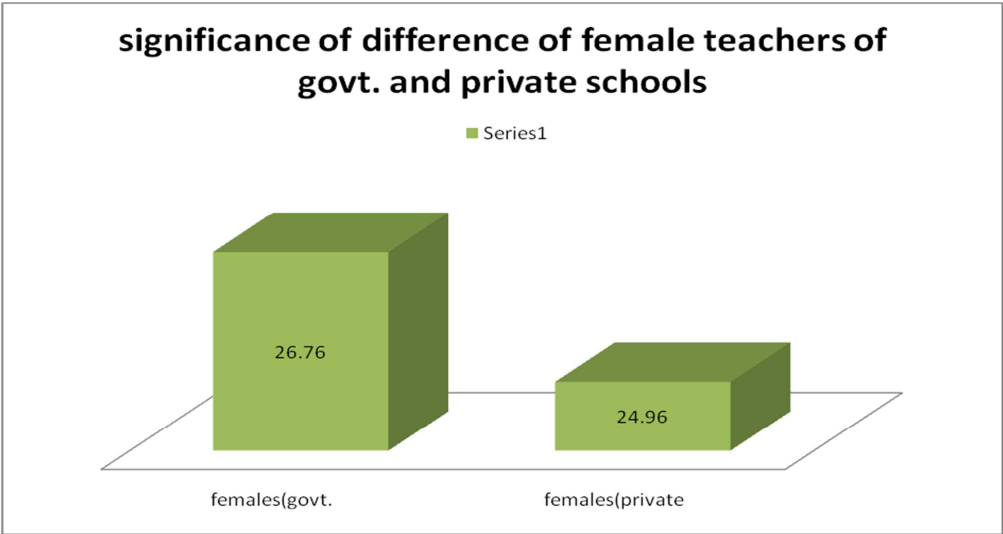
Graph 3. *Graph showing significant difference between female teachers of Private schools on job-satisfaction.*

Discussion

Researchers found negative correlation between adjustment and job-satisfaction among school teachers irrespective of organizational set-up and gender. Govt. school teachers (males &females) showed negligible negative correlation where as private male school teachers showed relatively high but non-significant negative correlation where as females showed significant negative correlation. The present finding was found to be contrary to the findings by Nahid, N.A.(2012) that there was positive relationship between emotional intelligence (adjustment) and job satisfaction in both male and female school teachers. Females showed high emotional intelligence than males. Further, a study by Jagdeep (2015) found that there was no significant difference of adjustment of male and female school teachers but had significant difference due to job satisfaction in them. The researchers, here defined 'Negative Correlation' as challenges in the organizational set up. Did it mean more challenges associate with job-satisfaction? Yes, it might be, as a study by Singh and Sharma (2015) supported it. They studied youth of Sirsa in a demographic analysis and concluded that they have a specific character in its culture that they only show their utmost potentiality in challenging situations. But it is better to say that further analysis is needed in this direction.

Part -II of the study revealed that female school teachers showed significantly greater job satisfaction than male school teachers irrespective of organizational st up i.e. govt. schools and private schools. This is supported by Ahmed, Raheem, & Jamal (2002) found female senior secondary school teachers more satisfied than male teachers. In this study they further found organizational effect as govt. teachers were more satisfied than private teachers. Similar results were found in the present study i.e. .male school teachers of govt. schools showed greater satisfaction than private male school teachers. It might be due to structural effect of organization as govt. school teachers have higher salary, and more service benefits e.g .monetry benefits, promotion benefits, leave benefits and pension schemes etc. than private schools. This finding was supported by Pal(2001); Singh, Sharma and Kaur (2009); Umender (2013) that govt. school teachers had greater job satisfaction than private school teachers and it did not have any effect of academic qualifications in relation to it. But studies by Dhingra (2006) and Ahemed, Raheem and Jamal (2012) did not find significant difference due to organizational set up.Noll (2014) studied the job satisfaction and factors which affect job satisfaction of school teachers. He found that school-culture; teacher's relationship with administration, working conditions (variables of adjustment) and motivation had significant effect on job satisfaction of school teachers. In govt. schools there are less facilities and not so much positive environment for work (challenges) in comparison to private schools but they have more salaries and other benefits (motivation). These might be the factors of more job satisfaction of govt. school teachers than private school teachers irrespective of the effect of gender.

Conclusions

Findings of the study concluded:

1. All teachers had inclination for negative correlation between adjustment and job satisfaction but only female teachers in private senior secondary school showed significant negative correlation.

2. Significant difference was found between males and females on job-satisfaction only in private senior secondary school.

3. A significant difference on job-satisfaction was found between male teachers of govt. and private senior secondary schools.

4. A significant difference on job-satisfaction and adjustment was found between female teachers of govt. and private senior secondary schools.

Educational Implications of the Present Research

The quality of education determines the quality of citizen of a country. The quality of education largely depends upon the quality of teachers. Quest for quality in education has been a cry in wilderness. We have been placing it, in an elusive triangle where quality and quantity forms other two points. But operational framework on educational action strategies emphasizes quality but rarely states it or illustrates it. Assessment of professional adjustment, job satisfaction through well-developed tools provide a comprehensive and valuable base, for secondary school teachers quality and hence, quality in education. The present study has its implications for educational administrators, teachers, teacher educators and school personnel in general and common organizational set up (govt. and private schools) in India. It is high time for us to prepare quality of teachers who will mould the wisdom of coming generation. ■

Rekha Sharm

Brief introduction of the Author 1: She published 12 research papers in national and international and presented 17 research papers in national, oriental and international conferences (Chicago, U.S.A. and Vienna, Austria) and seminars in India . One paper has been accepted for World congress on Excellence in ,India. She published two books—"Person with disability' and Guidance and Counseling. She is life member of journal of psychology and mental health and AASCIT. She is the editorial member of three national referred journals.
Govt. National College, Sirsa, India
rekhasharma2516@gmail.com, rekhasharma1806@yahoo.in

Daljit Singh

Brief introduction of the Author 2: 20 years of teaching experience of UG and PG classes. 10 published research papers and 10 papers presented in national seminars and conferences. Member of Editorial Board of two national referred journals.
Govt.National College, Sirsa, India
Daljit.skalra@gmail.com

References

[1]   Aggrawal, Meenakshi.(1991).Job satisfaction of teachers in relation to some demographic variables and values. In NCERT, fifth survey of Educational Research 1988-92, Vol-II, page 1434.

[2]   Aggrawal, S.(1980).A study of adjustment problem and their related factors of more effective and less effective teacher.Ph.D, Education Rohilkhand University, Butch Vol.III.

[3]   Ahmad Nobi, Raheem Abdal and Jamal Sajid(2003). Job Satisfaction Among School Teachers, The Educational review, Vol no.7.

[4]   Atreya, J. S. (1989).A study of teacher's values and job satisfaction in relation to their teaching effectiveness at Degree College. In NCERT, fifth survey of Educational Research, 1988-92, Vol.II, page No.1435.

[5]   Clemence, S.M.(1989).A study of job satisfaction among high school womenteacher's by their role conflict and dimensions of value. In NCERT fifth survey ofEducational Research 1988-92, Vol-II, page 1443.

[6]   Dhingra, Ranjeet Kaur, (2006), Effect of Organizational Climate on Job Satisfaction of Secondary School Teacher", M.Ed.Thesis, Punjabi University Patiala.

[7]   Dutta, Renu(1994).A study into occupational aspiration of teacher's trainees studying in RCE,Bhopal.M.Ed. dissertation, RIE, Bhopal.

[8]   Goyal, J.C. (1980).A study of relationship among attitudes, job satisfaction,adjustment, professional interest of teacher educators in India.Ph.D.Education,Delhi University.

[9]   Hofstede,G.(1980).culture's consequences:international difference in work-related values.BeverlyHills:Sage.

[10] Kothari,C.R.(2008).Research Methodology. New Age Publisher, New Delhi.

[11] Kumar and Mutha(1985).Revised manual for job satisfaction questionnaire.

[12] Malik,Umender (2013). A comparative study of job satisfaction among Government and Private secondary school teachers in relation to educational qualification. Paripex-Indian Journal of Vol: 2 Issue,11.

[13] NahidNaderiAnari (2012). Teachers: Emotional intelligence, job satisfaction and organizational commitment. Journal of workplace learning, vol.24 iss:4,pp 256-69.

[14] Noll, Rachel, (2004) Factors that influence teachers job satisfaction, work in progress Conference Abstract.

[15] Nongrum, Medalin (1992): A study of job satisfaction of secondary school teachers in Shillong and leadership characteristics of the heads/principals. Fifth survey of Educational Research, Vol II, p.1466.

[16] Pal, (2001).*A Study of Job Stress, Job Satisfaction and Adjustment of Physical Education Teachers as related to their Job Placement.* Unpublished Ph.D. Thesis, Panjab University, Chandigarh**.**

[17] Panda,B.B.(2001).Attitude towards teaching profession and job satisfaction of college teachers of Assam and Orissa. Indian Educational review, Vol.37 (1).

[18] Rao.S.N.(1981).A psychological study of work adjustment and teaching success of primary school teachers. In NCERT, Third survey of educational research,page no.1206.

[19] Shrivastava,Kavita(1991).Relationship between job satisfaction and some personal traits of professional women, Indian Educational Review,Vol.XXVI,No.3,July 1991,page 95-100.

[20] Singh, Sharma, R.K. and Kaur,J.(2009)A Study of Job Satisfaction among Physical Education Teachers Working in Government, Private and Public Schools of Haryana. Journal of Exercise Science and Physiotherapy, Vol. 5, No. 2: 106-110.

[21] Singh,Jageep (2015).Job satisfaction and adjustment of school teachers.A paper presented in National Seminar,Malerkotla, India.

[22] Singh,Daljeet;Sharma,Rekha and Kaur, Rajvinder(2015).Demographic analysis of Hardiness in Sirsa.A paper presented in National Seminar, Malerkotla, India.