

A Relationship between Organizational Culture, Job Satisfaction and Attitude towards Teaching Profession of Secondary School Teachers

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ABSTRACT

The present research study intends to measure the Relationship between Organizational Culture, Job Satisfaction and Attitude towards Teaching Profession of Secondary School Teachers of Vijayapur District. Moderate variables used in the study are: Gender: Male and Female, Locality: Rural and Urban, Stream: Science and Arts, and Qualification: TGT and PGT. The Survey Method was employed to gather the data

Population of the Study constituted the Secondary school teachers of Vijayapur District. Stratified Random Sampling Technique was used for selection of samples from Vijayapur district. Sample Size was 300 Secondary school teachers working in Vijayapur District

The tools used for collection of data

- Teachers Profile developed by investigator.
- Organizational Culture Scale by Dr. Uday Parik (2002)
- Attitude towards Teaching Profession Scale Developed and Standardized by Dr. Umme Kulsum.
- Teacher Job satisfaction Questionnaire by Pramod Kumar and Mutha D.N. (1976)

Statistical Techniques used were Descriptive and Differential Analysis.

Major findings:

- Female teachers have significant higher Organizational Culture as compared to Male teachers. Male and Female teachers have similar Job Satisfaction. The Female teachers have significant higher Attitude towards Teaching Profession as compared to Male teachers working in Secondary Schools
- Teachers of Urban Secondary schools have significant higher Organizational Culture as compared to teachers working in Rural schools. Teachers of Urban Secondary schools have significant higher Job Satisfaction as compared to Rural Secondary schools. Teachers of Urban Secondary schools have significant higher Attitude towards Teaching Profession as compared to Rural teachers. Teachers of Arts Faculty working in Secondary schools have significant higher Attitude towards Teaching Profession as compared to Science Teachers. PGT Qualified teachers have significant higher Job Satisfaction as compared to TGT teachers. The PGT teachers have significant higher Attitude towards Teaching Profession as compared to TGT teachers working in Secondary Schools.

1. Introduction

Teacher is the most vital single factor of influence in the system of education. Henry Adams states that "A teacher eternity, he can never tell where his influence stops. The teacher plays an important role in shaping and molding the habits, tastes, manners and above all the character of the students.

The objectives of the present study were:

1. To compare the relationship between Male and Female teachers working in Secondary schools with respect to Organizational Culture, Job Satisfaction, and Attitude towards Teaching Profession.
2. To compare the relationship between Rural and Urban teachers working in Secondary schools with respect to Organizational Culture, Job Satisfaction, and Attitude towards Teaching Profession.
3. To compare the relationship between Arts and Science teachers working in Secondary schools with

respect to Organizational Culture, Job Satisfaction, and Attitude towards Teaching Profession.

4. To compare the relationship between TGT and PGT Qualified teachers working in Secondary schools with respect to Organizational Culture, Job Satisfaction, and Attitude towards Teaching Profession.

The following Null hypotheses were formulated for the present study.

1. There is no significant difference between Male and Female teachers working in Secondary schools with respect to their Organizational Culture, Job Satisfaction, and Attitude towards Teaching Profession Scores.
2. There is no significant difference between Rural and Urban teachers working in Secondary schools with respect to their Organizational Culture, Job Satisfaction, and Attitude towards Teaching Profession Scores.
3. There is no significant difference between Arts and Science teachers working in Secondary schools with

respect to their Organizational Culture, Job Satisfaction, and Attitude towards Teaching Profession Scores.

- 4. There is no significant difference between TGT and PGT Qualified teachers working in Secondary schools with respect to their Organizational Culture, Job Satisfaction, and Attitude towards Teaching Profession

2. Design of the Study

The Investigator found that the Descriptive Survey Method was suitable to study the relationship between Organizational Culture, Job Satisfaction and Attitude towards Teaching Profession of Secondary school teachers working in Vijayapur District.

Population of the Study: The Secondary school teachers of Vijayapur District.

Sampling Technique: Stratified Random Sampling Technique was used for selection of samples from Vijayapur district.

Sample Size: 300 Secondary school teachers working in Vijayapur District

Tools used: Following are the tools used for collection of data

- Teachers Profile developed by investigator.
- Organizational Culture Scale by Dr. Uday Parik (2002)
- Attitude towards Teaching Profession Scale Developed and Standardized by Dr. Umme Kulsum.
- Teacher Job satisfaction Questionnaire by Pramod Kumar and Mutha D.N. (1976)

Statistical Techniques used: To find out the significant difference between various Moderate variables the Descriptive and Differential Analysis were used.

3. Analysis and Interpretation of Data

Hypothesis 1: There is no significant difference between Male and Female teachers working in Secondary schools with respect to their Organizational Culture, Job Satisfaction, and Attitude towards Teaching Profession Scores.

Table 1: Independent t test between Male and Female teachers working in Secondary schools with respect to their Organizational Culture, Job Satisfaction, and Attitude towards Teaching Profession Scores

| Variable | Teachers | Mean | SD | t-value | P-value | Signi. |
|--------------------------------------|----------|--------|-------|---------|---------|--------|
| Organizational Culture | Male | 103.33 | 24.38 | -2.7225 | 0.0069 | S |
| | Female | 110.43 | 20.63 | | | |
| Job Satisfaction | Male | 292.22 | 27.81 | -1.5645 | 0.1188 | NS |
| | Female | 297.25 | 27.92 | | | |
| Attitude towards Teaching Profession | Male | 181.32 | 25.33 | -2.3418 | 0.0198 | S |
| | Female | 187.41 | 19.28 | | | |

The results of the above table clearly indicated that,

- The Male and Female teachers working in Secondary Schools of Vijayapur District differ statistically significant with Organizational Culture (t=-2.7225, p<0.05) at significance level of 5 percent. Hence, the H₀ is rejected and H₁ is not rejected. The Female teachers have significant higher Organizational Culture as compared to Male teachers working in Secondary Schools of Vijayapur District.
- The Male and Female teachers working in Secondary Schools of Vijayapur District do not differ statistically significant with Job Satisfaction (t=-1.5645, p>0.05) at significance level of 5 percent. Hence, the H₀ is not rejected and H₁ is rejected. The Male and Female teachers working in Secondary Schools of Vijayapur District have similar Job Satisfaction.
- The Male and Female teachers working in Secondary Schools of Vijayapur District differ statistically

significant with Attitude towards Teaching Profession (t=-2.3418, p<0.05) at significance level of 5 percent. Hence, the H₀ is rejected and H₁ is not rejected. The Female teachers have significant higher Attitude towards Teaching Profession as compared to Male teachers working in Secondary Schools of Vijayapur District.

Hypothesis2: There is no significant difference between Teachers working in Urban and Rural Secondary schools of Vijayapur District with respect to their Organizational Culture, Job Satisfaction, and Attitude towards Teaching Profession Scores

Table 2: Independent t test between teachers working in Urban and Rural Secondary schools of Vijayapur District with respect to their Organizational Culture, Job Satisfaction, and Attitude towards Teaching Profession Scores

| Variable | Location | Mean | SD | t-value | P-value | Signi. |
|--------------------------------------|----------|--------|-------|---------|---------|--------|
| Organizational Culture | Urban | 115.89 | 21.58 | 5.8869 | 0.0001 | S |
| | Rural | 100.88 | 21.68 | | | |
| Job Satisfaction | Urban | 306.80 | 28.22 | 6.5186 | 0.0001 | S |
| | Rural | 286.69 | 24.71 | | | |
| Attitude towards Teaching Profession | Urban | 191.34 | 14.20 | 4.4890 | 0.0001 | S |
| | Rural | 179.71 | 25.89 | | | |

The results of the above table clearly indicates that,

- The Teachers working in Urban and Rural Secondary schools of Vijayapur District differ statistically significant with Organizational Culture ($t=5.8869$, $p<0.05$) at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The teachers of Urban Secondary schools have significant higher Organizational Culture as compared to teachers working in Rural Secondary schools of Vijayapur District.
- The Teachers working in Urban and Rural Secondary schools of Vijayapur District differ statistically significant with Job Satisfaction ($t=6.5186$, $p<0.05$) at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The teachers of Urban Secondary schools have significant higher Job Satisfaction as compared to Rural Secondary schools of Vijayapur District.

- The Teachers working in Urban and Rural Secondary schools of Vijayapur District differ statistically significant with Attitude towards Teaching Profession ($t=4.4890$, $p<0.05$) at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The teachers of Urban Secondary schools have significant higher Attitude towards Teaching Profession as compared to Rural Secondary school teachers.

Hypothesis 3: There is no significant difference between Arts and Science Teachers working in Secondary schools with respect to their Organizational Culture, Job Satisfaction, and Attitude towards Teaching Profession Scores.

Table 3: Independent t test between Arts and Science Faculty Teachers working in Secondary Schools of Vijayapur District with their Organizational Culture, Job Satisfaction, and Attitude towards Teaching Profession Scores

| Variable | Faculty | Mean | SD | t-value | P-value | Signi. |
|--------------------------------------|---------|--------|-------|---------|---------|--------|
| Organizational Culture | Arts | 108.68 | 23.25 | 1.2756 | 0.2031 | NS |
| | Science | 105.31 | 22.40 | | | |
| Job Satisfaction | Arts | 296.74 | 29.00 | 1.1604 | 0.2468 | NS |
| | Science | 292.99 | 26.92 | | | |
| Attitude towards Teaching Profession | Arts | 185.81 | 22.32 | 1.0368 | 0.3007 | S |
| | Science | 180.09 | 22.98 | | | |

The results of the above table clearly indicate that,

- The Arts and Science Faculty Teachers working in Secondary Schools of Vijayapur District do not differ statistically significant with Organizational Culture ($t=1.2756$, $p>0.05$) at significance level of 5 percent. Hence, the H_0 is not rejected and H_1 is rejected. The Arts and Science Faculty Teachers working in Secondary Schools of Vijayapur District have similar Organizational Culture.
- The Arts and Science Faculty Teachers working in Secondary Schools of Vijayapur District do not differs statistically significant with Job Satisfaction ($t=1.1604$, $p>0.05$) at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The Arts and Science Faculty Teachers working in Secondary Schools of Vijayapur District have similar Job Satisfaction.
- The Arts and Science Faculty Teachers working in Secondary Schools of Vijayapur District differs

statistically significant with Attitude towards Teaching Profession ($t=1.0368$, $p>0.05$) at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The Teachers of Arts Faculty working in Secondary schools have significant higher Attitude towards Teaching Profession as compared to Science Teachers.

Hypothesis 4: There is no significant difference between TGT and PGT Qualified Teachers working in Secondary schools with respect to their Organizational Culture, Job Satisfaction, and Attitude towards Teaching Profession Scores.

Table 4: Independent t test between TGT and PGT teachers working in Secondary schools with Organizational Culture, Job Satisfaction, and Attitude towards Teaching Profession Scores.

| Variable | Teachers | Mean | SD | t-value | P-value | Signi. |
|--------------------------------------|----------|--------|-------|----------|---------|--------|
| Organizational Culture | TGT | 91.14 | 15.99 | -11.4432 | 0.0001 | S |
| | PGT | 116.95 | 20.78 | | | |
| Job Satisfaction | TGT | 277.28 | 16.72 | -9.9815 | 0.0001 | S |
| | PGT | 305.90 | 27.97 | | | |
| Attitude towards Teaching Profession | TGT | 173.55 | 21.30 | -7.1358 | 0.0001 | S |
| | PGT | 191.28 | 20.79 | | | |

The results of the above table clearly indicate that,

- The TGT and PGT teachers working in Secondary Schools of Vijayapur District differ statistically significant with Organizational Culture ($t=-11.4432$, $p<0.05$) at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is accepted. The PGT Qualified teachers have significant higher Job Satisfaction as compared to TGT teachers working in Secondary Schools of Vijayapur District.
- The TGT and PGT teachers working in Secondary Schools of Vijayapur District differ statistically significant with Job Satisfaction ($t=-9.9815$, $p<0.05$) at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The PGT Qualified teachers have significant higher Job Satisfaction as compared to TGT teachers working in Secondary Schools of Vijayapur District.
- The TGT and PGT qualified teachers working in Secondary Schools of Vijayapur District differ statistically significant with Attitude towards Teaching Profession ($t=-7.1358$, $p<0.05$) at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The PGT teachers have significant higher Attitude towards Teaching Profession as compared to TGT teachers working in Secondary Schools of Vijayapur District.

4. Discussion and Conclusion

The present study is supported by some of the important similar studies conducted by Halasangi Somashekhar Babu (2014), Kulkarni U.K (2011), S.Sabu(2010), Sanadi Netravati (2009), Abbey M.Mathekga(2008), Jane Courtney(2007), have found that, different programmes of pre and In-service training are relevant to the teachers' own subject area.

- In table no 1, Results reveals that the significant difference was found between Male and Female Teachers with respect to Organizational culture, and Attitude towards teaching Profession, and further it is clear that Female teacher's scores are higher than the Male Teachers.
- In table no 2, Results reveals that the significant difference was found between Urban and Rural Teachers with respect to Organizational Culture, Job satisfaction, and Attitude towards teaching

Profession. And further it is clear that all urban teachers' scores are higher than the Rural Teachers. Hence there is need of special training for teachers working in Rural Schools to develop good organizational culture, satisfaction of Job and positive attitude towards teaching Profession.

- In table no 3, Results reveals that the significant difference was found between Arts and Science Teachers with respect to Attitude towards teaching Profession. And further it is clear that Arts Secondary teachers are having high scores than the Science Teachers. Hence there is urgent need to give proper in-service training module to the science teachers.
- In table no 4, Results reveals that the significant difference was found between TGT and PGT qualified Teachers with respect to Organizational Culture, Job satisfaction and Attitude towards teaching Profession. And further it is clear that all PGT qualified teachers who are working in secondary schools are having higher scores than the TGT Teachers. Hence initiation should be taken to provide to get more qualification, so that teacher can get thorough knowledge in their pedagogy.
- There is urgent need of professional and need based Training for all teachers to update their Knowledge, Skills and Positive Attitude towards Teaching Profession.

5. Educational Implications

It has been observed on the basis of the study that, the teachers work must be recognized without any favoritism and partiality. Teaching profession must be above any discrimination. Hence special functions may be arranged in regard to appreciation of the teachers work. A wage policy for teachers may be worked out at the national level by creating a professional cadre similar to that of medical and engineering. There is a need to change the present training programmes and it should become 'a catalyst for change in school practice'. Gender, Area, Faculty and Higher Education, are the moderate variables which inversely affects the organizational culture, favorable attitude towards teaching, interest in teaching, and Job satisfaction.

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