

## **A STUDY OF ORGANISATIONAL ENVIRONMENT** **IMPACT ON JOB SATISFACTION OF SCHOOL** **TEACHERS**

**Dr. Balbir Kumar<sup>1</sup>**

---

### **ABSTRACT**

Educational development of a nation is determined by the quality of school education imparted by the teachers to the students as it is a significant stage of education that helps in a child's overall development. At this level, teachers perform their teaching responsibilities and they serve as a role model for their students. As far the school administration is concerned, school principal work as a supervisor, controller and coordinator for the speedy completion of all the activities within the school. It is pertinent to acknowledge here that the democratic environment of the school represents a creative role in providing desirable education to the students. In a school, teachers are responsible to advance the activities school education through fullest use of their capabilities. However, school authorities are equally liable to ensure everyone's involvement in taking decisions, encourage teaching staff for mutual cooperation and ensure availability of adequate number of teachers in the school for promoting coordinated school environment and attaining the objectives laid down by the government. Every organisation is controlled by its environment. Therefore, it is urgent to understand the nature of organisational environment which has become the top most priority in the modern days.

In the present scenario, government schools are the main providers of school education in the country, therefore, it is the matter of fact that the teachers in these schools are overburdened with

---

<sup>1</sup> **Assistant Professor, Department of Evening Studies-Multi Disciplinary Research Centre, Panjab University, Chandigarh,**

work as they are assigned large numbers of extra duties to perform which lead them to the job dissatisfaction. Apart from it, the environment of the school also influences the level of job satisfaction of teachers.

This paper is an attempt to check the impact of organisational environment on job satisfaction of school teachers. This paper is divided in to four sections: Section-I deals with the objectives, hypotheses, importance and research methodology of the study, Section-II discusses about job satisfaction and school environment, Section-III presents the responses of teachers regarding their satisfaction and Section IV focuses on the suggestions and conclusion.

**Keywords: Organisation, Environment, Job Satisfaction.**

## **(SECTION- 1)**

### **1.1 Objectives of the Study**

The present study has been pursued to achieve the following objectives:

1. To study the concept of school environment and job satisfaction.
2. To check the impact of school environment on the job satisfaction of school teachers.
3. To suggest some remedial measures.

### **1.2 Hypotheses of the Study**

**H<sub>1</sub>** The teachers providing school education have higher satisfaction level with the environment of the school.

**H<sub>2</sub>** The male teachers providing school education have higher job satisfaction level with environment of the school.

### **1.3 Scope and Importance of the Study**

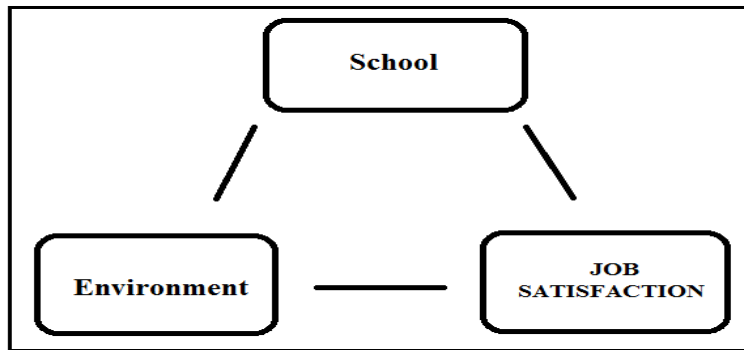
The present study has been conducted to examine the impact of the environment on the job satisfaction of school teachers. This study has covered 30 government schools of the different four blocks namely Pinjore, Barwala, Raipurrani and Morni of the district Panchkula (Haryana) This study will contribute to develop some new strategies to heighten job satisfaction and to bring efficiency in the school education system.

## 1.4 Research Methodology

Primary and secondary data has been used for the purpose of this study. Primary data has been collected through an interview schedule from the teachers. A sample of 160 teachers has been taken to draw the responses of the teachers by using stratified random sampling. The secondary data has been collected from the annual reports, statistical abstracts and documents of the school education department, Haryana. Various books, newspapers, journals have also been consulted, wherever required. Data, thus, collected has been analyzed by using cross tabulation with the help of the statistical package for service solutions.

In today's competitive environment, education is considered as the fourth necessity of human beings after food, cloth and shelter<sup>i</sup>. It has become a joint responsibility of the centre and state governments after the 42<sup>nd</sup> amendment of Indian constitution in the year 1976 when it was placed in the concurrent list.<sup>ii</sup> 86<sup>th</sup> Constitutional Amendment Act, 2002 provided an opportunity to all children of the country to achieve required level of learning that has made elementary school education a fundamental right. The government of India also initiated a new scheme in the years 2001-02 known as Sarva Shiksha Abhiyan. The scheme was brought to bridge gender gaps with an active involvement of all the citizens of the country in the administration of schools. This scheme has been considered an effective step to impart quality education to all children in the age group of 6-14 years.<sup>1</sup> Further, Right to Free and Compulsory Education Act 2009 provided a platform to reach the unreached children with specific provisions. Greater emphasis on school education highlighted that it is a crucial stage in the educational hierarchy and a gateway of higher and technical education in the country.

An organisation which is providing services to the society may be good but, cannot be run efficiently without effective control and coordination<sup>iii</sup>. The overall responsibility of the school lies in the hands of the principal who is expected to be aware of the needs and aspirations of teachers and students. A teacher can produce better results if he is provided an adequate environment in the school.<sup>iv</sup> Environment and job satisfaction are two main elements of quality school education, first is environment and second is job satisfaction. A smooth balance between the two is required so that the objectives of the school education can be achieved easily. These elements are shown in the given figure

**Figure 1: Elements of Quality School Education**

Source: Self Created

**(SECTION- 2)****2.1 Job Satisfaction and School Environment: A Bird's Eye View**

Teacher's job satisfaction is the main element to bring efficiency and effectiveness in the school whereas, their job dissatisfaction can lead to inefficiency and ineffectiveness in the school work environment. A teacher who is happy with his job plays a significant role in the upliftment of the society. Job satisfaction is very vital for a school teacher and favourable working environment can help him to produce his best. The relation with fellow teachers, principals/heads, shouldering responsibility, geographical location, teacher-pupil ratio and participation in decision making can affect the degree of satisfaction among school teachers. An ideal school job ensures equal opportunities to the male and female teachers to work in a safe environment with autonomy, equity, security and dignity.<sup>v</sup> School teachers play significant role in ensuring quality in education, effectiveness in learning and building a learned and educated society.<sup>vi</sup>

**2.2 Definitions of Job Satisfaction**

Job satisfaction of school teachers is important in every day's life. It is a predictor of quality school education. The quality of a teacher is judged through his work and behaviour which in turn depends upon how well he is satisfied with the environment of his/her school.

Some of the definitions of job satisfaction have been given below:

According to Dunnette, "Job satisfaction may be defined as a pleasurable or positive experience"<sup>vii</sup>. According to E. A. Locke, "Job satisfaction is pleasurable or positive emotional

state resulting from the appraisal of one's job or job experience".<sup>viii</sup> According to Field man and Arnold, "Job satisfaction will be defined as the amount of overall positive affect or feeling that individuals have towards their jobs".<sup>ix</sup> Thus, job satisfaction is a result of the perception of the employees about their jobs which plays an important role in the school organisation. It creates happy and healthy environment where teachers will look forward to the work rather than dreading it.

Every person who enters in to an organisation, want to satisfy his personal as well as financial needs and teachers are not exception to it. If we want committed teachers in the schools who love teaching and children then they must have equipped with adequate working and service conditions so that they can contribute their best to achieve the targets of quality education.<sup>x</sup>

### **2.3 School Environment**

Teacher is the single way of various threads of administration that can be linked together. The kingpin of the schooling process is a teacher. In the era of liberalisation, privatisation and globalisation, teachers have an important role to play. They perform multiple activities like: teaching, evaluating learning outcomes, organising co-curricular activities and helps the students to overcome from their personal problems. Their performance depends on many factors and one important factor is the environment in which he or she has to work.

It is the fact that the school environment has become more complex, volatile and unpredictable. But, adequate school environment is the requirement of quality school education. There are number of indicators of school environment which can increase or decrease the job satisfaction of teachers, their presence or absence fix the satisfaction level of the teachers. These are: teachers training, availability of teaching staff, working conditions, regular curriculum changes, use of information and communication technology, complexities of duties, clerical and managerial responsibility, participative decision making, welfare of teachers, interpersonal relations, teacher-pupil ratio, coordination, community relations, physical surroundings, leadership, conflicts, tensions and politics in the schools. On the basis of above mentioned indicators the perception of the school teachers has been taken to examine the impact of organisational environment on job satisfaction of teachers in the next section.

**(SECTION-3)**

Organisational environment and job satisfaction are recognised as the fundamental elements of school administration which can influence overall effectiveness of the schools. Environment works as the significant predictor of the employee's job satisfaction. In this study 54 male and 106 female teacher's responses has been presented in the proceeding tables.

**Table 1: The school environment is conducive to work**

Variable	Ranks	Agreed	Disagreed	Undecided
Gender	Male	50 (92.6)	4 (7.4)	0 (00.0)
	Female	97 (91.5)	9 (8.5)	0 (00.0)

Source: Primary Data

The data shown in the table 1 indicated that majority of the respondents above 90.0 per cent agreed with conduciveness of the school environment. By probing the data on the gender perspective, it was found that 92.6 per cent male followed by 91.5 per cent of the female teachers were in agreement with the statement. There were not more differences between their responses. The analyses of the above table reflected about the availability of the required facilities and surroundings in the school.

**Table 2: The teachers cooperate with each other**

Variable	Ranks	Agreed	Disagreed	Undecided
Gender	Male	44 (81.5)	9 (16.7)	1 (1.9)
	Female	73 (68.9)	27 (25.5)	6 (5.7)

Source: Primary Data

The data as presented in the Table 2, revealed that majority of the respondents above 68.0 per cent agreed that the teachers cooperate with each other. On the basis of gender variable, it was noticed that 81.5 per cent male followed by 68.9 per cent of the female teachers favoured the viewpoint whereas, 25.5 per cent female and 16.7 per cent of the male teachers did not favour the view. The responses indicated about the problem of non-cooperation prevalent in some of the

school due to the lack of good relationships, lack of faith among each other, materialistic nature and selfishness.

**Table 3: Principal work for the welfare of school teachers**

Variable	Ranks	Agreed	Disagreed	Undecided
Gender	Male	36 (66.7)	17 (31.5)	1 (1.9)
	Female	61 (57.5)	38 (35.8)	7 (6.6)

Source: Primary Data

Investigating the data demonstrated in the table 3, it was perceived that majority of the respondents above 50.0 per cent accepted that principal worked for the welfare of school teachers. Analyzing the responses on the basis of gender variable, it was inferred that 66.7 per cent male accompanied by 57.5 per cent of the female teachers supported the statement. On contrary to this 35.8 per cent female and 31.5 per of the cent male teachers opposed the statement. The examination of responses indicated about authoritative and self cantered nature of the school principal.

**Table 4: Administrative paper work is not a burden for the teachers**

Variable	Ranks	Agreed	Disagreed	Undecided
Gender	Male	14 (25.9)	38 (70.4)	2 (3.7)
	Female	37 (34.9)	65 (61.3)	4 (3.8)

Source: Primary Data

On examining the data given in the table 4, it was observed that majority of the respondents above 60.0 per cent admitted that administrative paper work was a burden for them. Gender wise analyses revealed that 70.4 per cent male followed by 61.3 per cent of the female teachers disagreed with the view point while, 34.9 per cent female as compared to the 25.9 per cent of the male teachers remained agree with the viewpoint. The result reflected that where there was a shortage of teaching and non-teaching staff in the schools, the working teachers were assigned extra teaching and non-teaching work which overburdened them.

**Table 5: Principal maintains cordial environment in the school**

Variable	Ranks	Agreed	Disagreed	Undecided
<b>Gender</b>	<b>Male</b>	51 (94.4)	2 (3.7)	1 (1.9)
	<b>Female</b>	102 (96.2)	2 (1.9)	2 (1.9)

Source: Primary Data

The data displayed in the table 5 in relation to the query that if principal maintained cordial environment in the school. The analysis depicted that the majority of the respondents above 90.0 per cent supported the view. On the basis of gender variable, it was noticed that 96.2 per cent female accompanied by 94.4 per cent of the male teachers claimed that principal maintained cordial relations with them. The analyses of the data provided a picture of principal's democratic and humanistic approach.

**Table 6: Your job provides opportunities to grow and learn**

Variable	Ranks	Agreed	Disagreed	Undecided
<b>Gender</b>	<b>Male</b>	53 (98.1)	1 (1.9)	0 (00.0)
	<b>Female</b>	104 (95.1)	2 (4.9)	0 (00.0)

Source: Primary Data

The data highlighted in the table 6, revealed that the majority of respondents above 90.0 per cent accepted that their job provided opportunities to grow and learn. Gender wise analyses reflected that 98.1 per cent male followed by 95.1 per cent of the female teachers expressed their supportive views. The analyses of the responses assured that teaching profession provided number of academic opportunities to the school teachers for further study, research and acquiring multi-disciplinary knowledge.



**Table 7: Suggestions of the teachers are valued in the meetings**

Variable	Ranks	Agreed	Disagreed	Undecided
<b>Gender</b>	<b>Male</b>	42 (77.8)	10 (18.5)	2 (3.7)
	<b>Female</b>	84 (79.2)	18 (17.0)	4 (3.8)

Source: Primary Data

On probing the data represented in the table 7, it was observed that majority of the respondents above 70.0 per cent felt that their suggestions were valued in the school meetings. Gender based analyses reflected that 79.2 per cent females accompanied by 77.8 per cent of the male teachers agreed with the viewpoint but, some of the teachers were found disagree with the same. The examination of the responses provided a picture of some problems like: authoritative nature of the head, politics, groupism, lack of administrative knowledge of the teachers.

**Table 8: Teacher-pupil ratio is adequate in your class**

Variable	Ranks	Agreed	Disagreed	Undecided
<b>Gender</b>	<b>Male</b>	40 (74.1)	13 (24.1)	1 (1.9)
	<b>Female</b>	85 (80.2)	20 (18.9)	1 (0.9)

Source: Primary Data

The data, as shown in the Table 8, indicated that majority of the respondents above 70.0 per cent observed that teacher-pupil ratio in their class was adequate. After analysing the gender variable, it was noticed that 80.2 per cent female followed by 74.1 per cent of the male teachers were in agreement with the statement. On contrary to this, 24.1 per cent male and 18.9 per cent of the female teachers disagreed with the same. The analyses of the responses highlighted the problem of shortage of adequate number of schools, shortage of teaching staff and overcrowded classrooms in the schools. The overall analyses of all the responses produced number of results which required a systematic reflection. These results have been discussed in the proceeding discussion.

### 3.2 Results of the Study

On the basis of analysis and interpretation, the responses of the study had revealed following results which can be discussed under these points:

- a) School environment was found conducive to work efficiently and effectively which reflected about the availability of required facilities and surroundings in the school.
- b) Systematic cooperation was observed among school teachers in the functioning of the school but, some of the male and female teachers experienced a problem of non-cooperation which might be existed due to the lack of good relationships, lack of faith among each other, materialistic nature and selfishness.
- c) The principals of the schools were keen to work for the welfare of the teachers whereas, some of the male and female teachers did not agree with the same. The reason for such responses might be the authoritative nature and self centeredness of the school principal.
- d) Teachers reported that they were overburdened with administrative work in the school due to the shortage of teaching and non-teaching staff which diverted them from classroom teaching. But, some of the male and female teachers did not observed the burden of work on them.
- e) Principals maintained cordial environment in the schools during interaction with colleagues for bringing efficiency and effectiveness in the school education system. The responses indicated about the principal's democratic and humanistic approach.
- f) Most of the teachers felt that their profession has provided number of academic opportunities to them for further study, research and to acquire multi-disciplinary knowledge.
- g) Suggestions of the teachers were valued in the school meetings whereas some of the male and female respondents blamed that their suggestions were not accepted by the school authority many times. The rejection of their suggestions might be because of the authoritative nature of the head, politics, groupism, lack of administrative knowledge of the teachers.
- h) Teacher-pupil ratio was found to be adequate in some of the schools. But, some of the male and female teachers reported about the unequal teacher-pupil ratio in the class which revealed that there was a problem of shortage of secondary schools, staff and overburdened classrooms with students.

In the light of these results, it can be claimed that organisational environment affects the job satisfaction. If school environment is positive then, it may increase the level of job satisfaction of the teachers which may further lead to quality of school education.

### 3.3 Testing of Hypotheses

**H<sub>1</sub>**The teachers providing school education have higher satisfaction level with the environment of the organisation.

**H<sub>2</sub>**The male teachers providing school education have higher job satisfaction level with environment of the organisation.

**Table 9: Analysis of Hypotheses**

Hypotheses	Table 1	Table 2	Table 3	Table 4	Table 5	Table 6	Table 7	Table 8	Status of Hypotheses
<b>H<sub>1</sub></b>	☑	☑	☑	☒	☑	☑	☑	☑	Accepted
<b>H<sub>2</sub></b>	☑	☑	☑	☒	☒	☑	☒	☒	Rejected

Source: Primary Data

Table 9 presented an analysis of both the hypotheses. Regarding first hypothesis there were seven ☑ and one ☒ which gave a strong support to the hypothesis, hence it is accepted. Regarding second hypothesis there were four ☑ and four ☒ which provided a picture of equal responses and did not provide support to the hypothesis therefore, it is rejected. Thus, this study highlighted that an organisational environment of secondary schools in district Panchkula has been found supportive that lead to better job satisfaction of the teachers.

### (SECTION-4)

#### 4.1 Suggestions for Improvement

The responses of the teachers highlighted some problems existed in school education system that required a problem solving approach for bringing quality in school education and job satisfaction among teachers. Therefore, some of the suggestions can be helpful in this direction:

- a. Non-cooperation among school teachers was observed as a serious problem in some of the school which can be sought out by establishing good relationships, faith on each other and humanistic approach. School authority should build a structure of relationships within the school so that all the students can get an opportunity to learn in the safe and orderly environment.

b. In some of the schools, authoritative nature and self centeredness of the school principal has been observed. School authority should work for the welfare of the teachers by providing good working conditions, fair work load, adequate teaching material and physical surroundings to them. They should also inspire the teachers and co-workers to pull together towards the shared set goals. It will help in providing better educational services to the students.

c. Teachers were found overburdened as they were assigned extra teaching and non-teaching work. Therefore, work life balance should be there in the school environment which can also improve the job satisfaction of teachers. The state government should fill-up all the vacant positions in the schools so that existing teachers can concentrate on teaching.

d. Teaching profession provides academic opportunities to the teachers for further study, research and to acquire multi-disciplinary knowledge. School education department should organise seminars, conferences, group discussions and workshops for the school teachers to update teacher's knowledge. These can change overall environment of the school.

e. The school administration is cooperative activity in which every teacher's participation in decision making should be made essential. Authoritative nature of the head should be changed in to democratic nature, politics & groupism should be avoided at the school level. The conflicts and contradictions among teachers should be resolved to improve the efficiency of school organization as a whole.

f. Quality of school education depends upon the availability of adequate number of teachers therefore; teachers-pupil ratio should be reasonably sufficient in the classroom so that teachers can interact with each and every child properly and sought out their problems.

Issues and challenges always remain a step ahead before the organisational efforts but, these challenges can be taken care with some appropriate suggestion. These suggestions may help in increasing the level of job satisfaction among school teachers and bringing efficiency and effectiveness in the school education system. The need arises that the reasons of dissatisfaction of teachers must be handled systematically and with a clear focus in the schools.

## **4.2 Conclusion**

In the modern era, schools are facing many challenges due to rapid growth of organisational environment complexities. The ever changing nature of the organisations, overcrowded classrooms, absence of required teaching aids, lack of desirable working

conditions, non-cooperation among teachers, lack of democratic approach among principals, less participation of teachers in the decision making, poor-teacher pupil ratio and pressure of politics in the day today functioning of the school. All these problems lead school teachers to the job dissatisfaction.

On the other hand, participative management of the schools affects the job satisfaction of the teachers. Managing relationships has become increasingly challenging and onerous task but, for promoting efficient working of the schools and increasing satisfaction level of the school teachers, they must be given equal participation in decision making, they should be provided proper recognition and achievement facilities to satisfy their needs.<sup>xi</sup> Principal must ensure fruitful coordination in the schools because positive school environment of the school leads to positivity among teachers. Apart from this, it is also important that teachers should also develop insights in to themselves and their organisation. Presently, Indian society is moving from the local community to a world society, which needs an effective and efficient educational administration that provides suitable organisational environment in the schools.

### References:

- 
- <sup>i</sup> Urmi A. Goswami., “Education Cess and Secondary Education”, *Yojana*, Vol. XLIX, pp. 26-28, September 2005.
- <sup>ii</sup> Sujata Satapathy., “Disaster Management Education in Indian Schools: Gaps, Challenges and A Human Resource Plan for School Education Sector”, *Indian Journal of Public Administration*, Vol. LVI, No. 4, pp. 979-995, October-Deceember, 2010.
- <sup>iii</sup> Prag Diwan., “Management Principles and Practices”, Excel Books, New Delhi, 2001.
- <sup>iv</sup> Srinibas Pathi., “Higher Education Administration and Professional Leadership: A Study in North East India”, *Indian Journal of Public Administration*, Vol. LIII, No. 1, pp. 115-124, Jan-March, 2007.
- <sup>v</sup> M. H. Kurhade., “Organisational Man: Where Do Your Belong?”, *University News*, Vol. L, No. 7, pp. 16-18, February 13-19, 2012.
- <sup>vi</sup> Sheetal Sharma., “Rethinking Teachers’ Education”, *Yojana*, Vol. XLIX, pp. 41-44, 2005.

- <sup>vii</sup> Rama Bhardwaj and N. K. Chadha., “Managerial Staff on Organisational Climate and Job Satisfaction: A Comparative Study between Public Sector and Private Sector”, in Shalini Singh’s (etd Book), Human Resource and Management Development, Global Vision, New Delhi, 2006.
- <sup>viii</sup> S. K. Gupta and R. Joshi., “Psychology for Managers”, Kalyani, New Delhi, p. 7.9, 2016.
- <sup>ix</sup> Ibid.
- <sup>x</sup> APJ Abdul Kalam., “For Dignity of Human Life”, Yojana, Vol. XLIX, pp. 1-4, 2005.
- <sup>xi</sup> Preeti Mahajan., “Technological Impact on Education: Prospect for India”, University News, Vol. XLII, No. 39, pp. 5-8, September-October, 2004.