

**ORGANIZATIONAL CLIMATE AND JOB SATISFACTION OF TEACHERS:  
A STUDY OF SECONDARY SCHOOL IN LOWER SUBANSIRI DISTRICT OF  
ARUNACHAL PRADESH**

**A THESIS SUBMITTED FOR THE DEGREE OF DOCTOR OF  
PHILOSOPHY IN EDUCATION**

**Supervised by**

**Prof. Elizabeth Hangsing**

**Faculty of Education**

**Submitted by**

**Miss Hage Sela**

**Regn no. RGU/RS-494/2014**



**DEPARTMENT OF EDUCATION  
RAJIV GANDHI UNIVERSITY,  
RONO HILLS, DOIMUKH,  
ITANAGAR, ARUNACHAL PRADESH**

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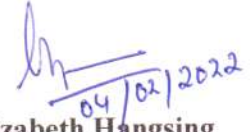
ITANAGAR, ARUNACHAL PRADESH – 791112

**CERTIFICATE**

This is to certify that the thesis entitled “**Organizational Climate of Schools and Job Satisfaction of Teachers: A Study of Secondary Schools in Lower Subansiri District of Arunachal Pradesh**” submitted by Miss Hage Sela (*Regn. no.: RGU/RS-494/2014*) in total fulfillment for the award of the degree, **Doctor of Philosophy in Education**, under my supervision. The thesis has not been earlier submitted for the award of research degree to any University or Institution in India or abroad. This thesis is being submitted to the Department of Education, Rajiv Gandhi University, Itanagar (Doimukh).

  
Prof. P.K Acharya  
Head of Department  
Department of Education  
Rajiv Gandhi University  
Rono Hills, Doimukh

Head  
Department of Education  
Rajiv Gandhi University  
Rono Hills, Doimukh  
Arunachal Pradesh-791112

  
Prof. Elizabeth Hangsing  
Supervisor  
Department of Education  
Rajiv Gandhi University  
Rono Hills, Doimukh



# RAJIV GANDHI UNIVERSITY


Rono Hills, Doimukh-791112


(Arunachal Pradesh)

## DEPARTMENT OF EDUCATION

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 Prof. P.K. Acharya  
 Head of Department  
 Department of Education  
 Rajiv Gandhi University  
 Rono Hills, Doimukh  
 Arunachal Pradesh-791112  
 04/02/2022

  
 Prof. Elizabeth Hangsing  
 Supervisor  
 Department of Education  
 Rajiv Gandhi University  
 Rono Hills, Doimukh  
 04/02/2022

## DECLARATION

I do hereby declare that the Ph.D. thesis entitled “**Organizational Climate of Schools and Job Satisfaction of Teachers: A Study of Secondary Schools in Lower Subansiri District of Arunachal Pradesh**” is an independent effort. It has not been submitted to any other institution in India or abroad for any other degree. This is being submitted to the Dept of Education, Rajiv Gandhi University, Rono Hills, Doimukh, Itanagar, Arunachal Pradesh for the fulfillment of the **Degree of Doctor of Philosophy**.

  
Miss Hage Sela

Research Scholar  
Regn. No. RGU/RS-494/2014  
Department of Education  
Rajiv Gandhi University,  
Rono Hills, Doimukh,  
Arunachal Pradesh

Dated: 04/02/2022

Place: RGU, Rono-Hills

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Dated: 04/02/2022  
Place: RGU, Rono-Hills

*Ganesha*  
04/02/2022  
(Miss Hage Sela)  
Research Scholar



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## ABSTRACT

### 1.0 Introduction

Organizational climate is constantly challenged by changes impacting organizations today (Nair,2006). Organizations are constantly seeking to improve their performance to survive and outdo their competitors. Brown and Leigh (1996) think that organizational climate is becoming more important than ever before because organizations need to ensure that those individuals who add value to the bottom line will want to stay in the organization and will want to continue pouring their effort into their work to the benefit of the organization. The modern work environment is vastly different from the work environment in the past decades. The reason for this difference is the overwhelming challenges organizations have to face. These challenges include increased competition, high degrees of technological innovation, changes in the nature and structure of organizations and the challenges facing employees such as redefining the employment contract, getting to grips with new business processes, flexible work patterns and work/life balance (Kangis& Williams, 2000). According to Litwin and Stringer (1968), climate assists managers to understand the relationship between the processes and practices of the organization and the needs of employees. By understanding how different practices and initiatives stimulate employees, managers will be able to understand what motivates employees to behave in a manner that leads to a positive climate and results in the organization's success.

The school as an organization has certain objectives which it has to achieve (National Policy of Education, 1998). In order to achieve the objectives, the organizational climate of the school is important. This organizational climate refers to the working condition of the superordinate (headmaster) and subordinates (teachers) in order to achieve the objectives of the school. The study of climate of schools provides the basis for evaluation of school. It is the resultant accumulated effect of the ways in which the principal interacts with teachers and the

way teachers interact among themselves and with the principal. **Cooper (2003)** describes organizational climate as “people’s perception of their working environment with regard to caring and friendliness.” In other words, the interaction of workers and management should create a healthy organizational environment. It means the organizational climate is subjected to the perceptions of staff and students. **Litwin and Stringer (1968)** maintain that “organizational climate is a set of ‘measurable properties of the work environment’, based on the collective perceptions of the people who live and work in the environment, and whose behavior is influenced by their perceptions.” Therefore, we can say that organizational climate plays important role in setting the atmosphere conducive for a particular organization. It is achieved through the interaction between the principal and teachers, between teachers and students and between the principal and students. The social interaction compels the principal, teachers and students to discuss mutually in area of planning, decision-making, problem solving and control. The objective of this study is to see how teachers and students experience and perceive the quality of the working situation emerging from their interaction.

### **1.1 Statement of the Problem**

The Problem under study is stated as, “Organizational climate of Schools and Job Satisfaction of Teachers: A Study of Secondary Schools in Lower Subansiri District of Arunachal Pradesh”

### **1.2 Objectives of the Study**

Following are the main objectives for the present study:

- i. To study the organizational climate as perceived by the secondary school teachers.
- ii. To study the school climate as perceived by the secondary school students.
- iii. To study the job satisfaction level of secondary school teachers.

- iv. To determine the relationship of organizational climate and job satisfaction of secondary school teachers.
- v. To compare the organizational climate as perceived by secondary school teachers grouped on job satisfaction level as
  - a. Low and average level of satisfaction
  - b. Average and high level of satisfaction
  - c. High and low level of satisfaction

### **1.3 Hypotheses of the Study**

The following hypotheses are framed in view of the above stated objectives.

- i. There is no significant difference in the mean score of organizational climate as perceived by secondary school teachers with respect to their gender, locality and type of management of schools.
- ii. There is no significant difference in the mean score of school climate as perceived by secondary school students with respect to their gender, locality and type of management of schools.
- iii. There is no significant difference in the mean score of job satisfaction of secondary school teachers with respect to their gender, locality and type of management of schools.
- iv. There exists no significant relationship between organizational climate and job satisfaction of secondary school teachers.

#### **1.4 Delimitations of the study**

The present study was delimited to:

- i. Class IX and X students of secondary school in Lower Subansiri district of Arunachal Pradesh
- ii. Teachers teaching at secondary school level only.

#### **1.5 Methodology**

In the present study, the population constitutes all the secondary schools of Lower Subansiri districts of Arunachal Pradesh. As the total number of secondary schools in Lower Subansiri district is 21 only and it constitute a small population, the researcher selected all the secondary schools purposively by adopting purposive sampling technique. However, the researcher selected the sample teachers and students randomly from each school by adopting random sampling technique. A sample 234 teachers and 1433 students were selected randomly from the 21 schools.

The following tools were used for administering and collecting data for the present study.

- i. Organizational Climate Scale developed by SanjyotPethe ,Sushama Chaudhari and Upinder Dhar to study the school climate as perceived by secondary school teachers.
- ii. Job Satisfaction Scale for Primary and Secondary School Teachers developed by Meera Dixit to study the job satisfaction level of secondary school teachers.
- iii. Socio-Emotional School Climate Inventory developed by Renuka Kumari Sinha and Rajni Bhargava to study the school climate as perceived by secondary school students



In order to study the organizational climate of schools and job satisfaction of teachers , suitable statistical technique Mean, Standard Deviation, t-test and Pearson's correlation will be used for analysis and interpretation of data.

## **1.6 Major findings of the study**

### **Objective-1: To study the organizational climate as perceived by Secondary school teachers**

From the table-4.1, it was indicated that the overall scores(M=90.26) of organizational climate along with the four factors which are (1) Results, rewards and interpersonal relations, (2) Organizational processes, (3) Clarity of roles and sharing of information, and (4) Altruistic behavior showed favourable (normal range climate of secondary school teachers). The table-4.3 showed that there is no significant difference in the mean score of organizational climate with respect to gender, locality and management.

When comparison were made between the four factors of organizational climate with respect to gender, locality and management. The findings of the present study revealed that no significant difference was found in four factors of organizational climate with respect to gender, locality and management as shown in table-4.4, 4.5, 4.6 and 4.7. However, from the table 4.4, it was found that there is significant difference between rural and urban secondary school teachers on factor 1(results, rewards and interpersonal relationship) of organizational climate. On the basis of table-4.5, it was found that there is significant difference between government and private secondary school teachers on factor 2 (organizational process) of organizational climate.

### **Objective-2: To study the school climate as perceived by secondary school teachers**

From the table-4.8, it was indicated that the overall scores ( $M=37.69$ ) of school climate along with the two dimension which are (i) social climate (ii) emotional climate has shown unfavorable climate of secondary school students. The table-4.10 indicated rural and urban students as well as government and private school students of lower subansiridistrict have shown significant difference towards school climate whereas no significant difference was found between male and female students towards school climate. According to analysis of the table-4.11 and 4.12, it also revealed significant difference between rural and urban students as well as government and private school students in both social and emotional school climate whereas no significant difference was found between male and female students in social and emotional school climate.

**Objective- 3: To study the job satisfaction level of secondary school teachers**

On the basis of table-4.13, the overall scores ( $M=107.21$ ) of job satisfaction along with the eight job factors indicated very low degree of job satisfaction level of secondary school teachers. From table-4.15, it can be understood that there is significant difference between rural and urban school teachers as well as government and private school teachers in job satisfaction. An examination of the table -4.16, 4.18 and 4.19 indicated significant difference between rural and urban teachers as well as government and private school teachers in three factors of job satisfaction namely, Intrinsic aspect, physical facilities and institutional plans and policies. The table-4.22 and 4.23, indicated significant difference between government and private school teachers in two factors of job satisfaction namely, rapport with students and relationship with co-workers. Comparison of private and government secondary schools on various factors related to job satisfaction level of teachers proved that common belief that the working condition of teachers of government schools in relation to salary, promotional avenues and service conditions, physical facilities and

institutional plans and policies were better than the working conditions of teachers of private school.

**Objective-4: To determine the relationship of organizational climate and job satisfaction of secondary school teachers**

The table-4.24, the co-efficient of correlation between organizational climate and job satisfaction (-0.021) showed very low negative correlation which indicated negligible relationship between the two variables. The co-efficient of correlation between organizational climate(factor-wise) and job satisfaction (job factors) as shown in table-4.25, 4.26, 4.27 and 4.28 indicated very low positive and negative correlation which indicated negligible relationship.

**Objective-5: To compare the organizational climate as perceived by secondary school teachers grouped on Job Satisfaction level as**

- a) Low and average level of satisfaction
- b) Average and high level of satisfaction
- c) High and low level of satisfaction

The table-4.29, indicated teachers of average level job satisfaction(M=94.5) have more favourable organizational climate with respect to results, rewards & interpersonal relations, organizational processes, clarity of roles and sharing of information and altruistic behaviour than the teachers of low level job satisfaction(M=90.25). On the basis of table-4.30, it was revealed that teachers of average level job satisfaction(M=94.5) have more favourable organizational climate than the teachers of high level job satisfaction(M=69). From the table-4.31, the results revealed teachers of high level job satisfaction have less favourable organizational climate than the teachers of low level job satisfaction. From comparison, it was clear that teachers of average job satisfaction level perceived the organizational climate more favorable than that of those teachers whose job satisfaction level are high and low.

## 1.7 Discussion of Findings

The discussion of research findings is based on the data analyses and the four tested hypotheses. The present study was attempted to focus upon the organizational climate of schools and job satisfaction of teachers working in different secondary schools of Lower Subansiri district of Arunachal Pradesh.

In the present study, the results indicated that male and female secondary school teachers did not differ significantly in their organizational climate which is similar to the findings of **Alam(2018)**, and it contradicts the findings of **Khera (1980)**. Similarly, no significant difference was indicated with respect to management in the organizational climate of teachers. The present study share similar findings with **Josh (1980)**, **Mehrotra (2002)**, **Olorunsola (2012)**, **Vedavathi (2017)** and it contradict the present findings of **Lenka (2015)** who reported difference in organizational climate as perceived by government and private teachers. Moreover, the present study revealed no significant difference in organizational climate with respect to locality which is supported by the findings of **Babulal(2012)**. When comparison is made between government and private secondary teachers with regard to various factors of organizational climate, it revealed no significant difference was found in three factors except in one factor that is the organizational process. However, in the findings of **Swargiary&Adhhikary (2018)** private school teachers showed high clarity of roles and sharing information among the staff members.

With regard to the findings of school climate as perceived by secondary school students. The overall result of the present study indicated unfavourable school climate. The social and emotional climate are found to be unfavourable. Further comparison has been made with respect to gender, locality and management of school, the findings of the present study indicated no significant difference with respect to gender which is similar with the findings of **Nath (2008)**. However, the results of the present study indicated that government

and private secondary school students, students from urban and rural locality differ significantly in school climate. The findings relating to government and private secondary school students was supported by the findings of **Saikia & Goswami (2008)**, **Bhat & Mir (2018)**. Comparing the social and emotional factors of school climate, the results indicated that no significant difference was found between male and female students. However, significant difference were indicated between rural and urban, government and private secondary school students. The present findings relating to the difference between rural and urban school students in social climate is supported by the finding of **Singh and Chikara (2005)**.

The findings of the present study with regard to job satisfaction of secondary school teachers revealed no significant difference between male and female secondary school teachers which is similar with the findings of **Crossman & Harris (2006)**, **Gupta & Gehlawat (2013)**, **Lalita (2013)**, **Ravat & Modi (2013)**, **Bala (2015)**, **Rao (2015)**, **Ghavifekr & Pillai (2016)** and **Roy & Halder (2018)**. Female teachers were more satisfied with their jobs than male teachers as supported by the findings of **Garanayak (1963)**, **Lavingia (1974)**, **Lortie (1995)**, **Rajmmal (1978)**, **Venkata & Ramakrishaiiah (1981)**, **Beegam & Dharmangadam (2000)**, **Khatoon & Hasan (2000)**, **Jabnoun & Fook (2001)**, **Ahmed, Rahman & Jamal (2003)**, **Ali, Khan and Alam (2005)**, **Akhtar, Hasmi & Naqui (2010)**, **Azhar, Nudrat & Asdaque (2011)**, **Demato (2011)**, **Mahmood & Haider (2011)**, **Mehmood (2011)**, **Katoch (2012)**, **Khan (2012)**, **Gupta, Pasrija & Bansal (2012)**, **Ghosh (2013)**, **Mocheche, Bosire & Raburu (2017)** and **Moorthy (2013)**. There is significant difference in the job satisfaction of government and private secondary school teachers which shows similarities with the findings of **Basu (2013)**, **Gehlawat & Gupta (2013)**, **Achanta & Reddy (2014)**, **Das & Choudhury (2014)**, **Taruna and Pooja (2014)**, **Lenka, Chandra & Gupta (2015)**. However, the present study found that government school

teachers were more satisfied with their jobs than the private school teachers which is supported with the findings of **Rosli (2000), Mehrotra (2002), Aggarwal (2004), John (2010), Ahmed (2013), Chugati&Perveen (2013), Ghosh (2013) and Ahmed (2014)**. The present study also found urban teachers to be more satisfied with their jobs than the rural teachers which is similar with the finding of **Ghosh (2013)**. However different findings were indicated by **Bhat & Ali (2013),Najar& Dar (2017)** who found that rural teachers were more satisfied than the urban teachers. Contradicting to the present study, the results were consistent and found no significant difference between the job satisfaction of urban and rural secondary school teachers **Azhar (2011),Rajendran &Veerasekaran (2013), Kumar (2015), kumar&Muthamizhselvan (2017) and Roy & Halder (2018).Gupta &Gehlawat (2013)** also found significant difference between government and private teachers with respect to intrinsic aspect of job satisfaction. The findings of the present study is in agreement with the findings of **Ishwara&Laxmana (2008) ,Bhandari & Patil (2009)** who revealed that the majority of teachers of government schools were satisfied with their work, job & salary than the private school teachers. Government school teachers were found to be more satisfied with the physical facilities available in the school than the teachers working in the private school teachers which is supported by the findings of **Kaur &Sidana (2011)**. However, the results of the present study in terms of institutional plans and policies of job satisfaction revealed significant difference between government and private school teachers which is in contrast with the findings of **Gopalkrishnan (2009)**. Although no difference between male and female teachers in this factor of job satisfaction was indicated in the present study **,Khaleque (2007),Basu (2009),Malsawmtluang (2015)** found that female teachers scored higher on the factors of satisfaction with authorities, rapport with students and relationship with coworkers.

Regarding the findings of correlation between organizational climate and job satisfaction showed negligible relationship between the two variables. When correlation was done between organizational climate (factor-wise) and job satisfaction (job factors) than the findings indicated negligible relationship.

With regard to the findings of organizational climate and job satisfaction grouped on low, average and high level of satisfaction. It was clear that teachers of average job satisfaction level perceived the organizational climate more favorable than that of those teachers whose job satisfaction level are high and low.

### **1.8 Educational Implications**

In view of the findings derived from this study and the conclusions arrive from them, the researcher has recommended some important educational implications on organizational climate of schools and job satisfaction of teachers at secondary school level. The following implications are given below:

- i. The study of organizational climate and job satisfaction of secondary school teachers is of much value to administrators and policy makers who frame policies and take constructive decisions for the wellbeing of the teachers.
- ii. For improving the factors related to job satisfaction, the authority involved in management of school should ensure suitable facilities and congenial environment which will strengthen the status of teaching profession.
- iii. The school authorities should ensure fair promotional policy and incentives for hard working teachers so that they may feel encouraged and being recognized.
- iv. School Climate especially in rural areas and government schools need to be improved by providing training to teachers, parents and community members.



- v. Team work, involvement of teachers, open communication, trust and empathy need to be encouraged in the management of schools in general, government schools in particular.
- vi. Proper recruitment rules has to be framed for the post of teachers in private school.
- vii. The management of the school could also give opportunities to update the knowledge of the teachers through training, workshop and seminars.

### **1.9 Suggestions for Further Studies**

In the present study an attempt has been made to study the organizational climate of schools and job satisfaction of the secondary school teachers of Lower Subansiri district of Arunachal Pradesh. The researcher has given some suggestions for carrying out further research in the following:

- i. The present study was conducted only on secondary level and it may be extended to higher secondary school teachers and college teachers in the state of Arunachal Pradesh.
- ii. A comparative study could be conducted on organizational climate of government and private schools.
- iii. A new study can be conducted on the impact of organizational climate at secondary school stage of Arunachal Pradesh.
- iv. The present study covered the variables like type of management, gender and locality for the analysis of the perception of secondary school teachers and students. Further a study may be carried out by taking the variables like race, discipline, settlement and academic achievement.
- v. The present study was conducted on class IX and X students. Similar studies may be undertaken on these variables at the other level or stages of education.

- vi. A comparative study can also be conducted on administration and management of schools in rural and urban areas.
- vii. Attitude of teachers towards teaching profession in relation to Job Satisfaction can be taken up.

# CHAPTER I

## INTRODUCTION

### 1.0 Introduction

Education is the most widely recognized as the foundation of a progressive society. Our society is an organizational society. The progress and welfare of a society depends on organizations. The members of a society work and play their part in various organizations. So it may be said that organizations play a dominant role in lives of every individual. Every individual involves himself in the organization as employees, students, clients, patients and citizens. Organization can be referred to a collection of people, who are involved in pursuing defined objectives. A successful organization has clear cut objectives. Its members pursue goals and objectives that can be achieved efficiently and effectively by the concerted efforts. So organizations are essential to the way our society operates (**Gibson & Ivancevich, 1997**). Organizations that have goals to achieve would require satisfied and happy staff in her workforce, (**Oshagbemi, 2000**). An organization can be defined as a system that consciously co-ordinates the activities of two or more persons and influences their behavior (**Barnard, 1960**).

### 1.1 Historical Background of Organizational Climate

Organizational climate is a term that was probably first used by Cornell in 1955. He used the term to denote a "delicate blending of interpretations or perceptions by persons in the organization of their jobs or roles in relationship to others and their interpretation of the roles of others in the organization". **Halpin(1969)**says that "Anyone who visits more than a few schools notes quickly how schools differ from each other 'I their feel'. In the school the teachers and the principal are zestful and exude confidence in what they are doing. They find pleasure in working with each other; this pleasure is transmitted to the students, who thus are given at least a fighting chance to discover that school can be a happy experience. In a second school the brooding discontent of teacher is palpable; the principal tries to hide his incompetence and his lack of a sense of direction behind a cloak of authority, and yet he wears his cloak poorly because the attitude he displays to others vacillates randomly between the obsequious and the officious. And the psychological sickness of such a faculty spills over on the students who, in their own frustration, feedback to the teachers a mood of despair. A third school is marked by neither joy nor despair, but by hollow ritual. Here one gets the feeling of watching an elaborate charade in which teachers, principal and students alike are acting out parts. The acting is smooth, even glib,

but it appears to have little meaning for the participants, in a strange way the show just does not seem to be for real. And so, too, as one moves from one school to another, one finds that each appears to have a “personality” of its own. It is this “personality” that we describe as the “organizational climate” of the school. Analogously, personality is to the individual what organizational climate is to the organization”.

Organizational climate is the center of human environment in the boundaries of which the employees of an organization work. Climate affects each and every activity in an organization directly or indirectly and is affected by almost everything that occurs in the organization. The survival and growth of any organization is directly proportional to the favorable climate in it. Climate refers to the entire internal environment of the organization in which people of the organization work for the achievement of goals. Climate can be referred to an organization as somewhat like personality for a person. "Just as every individual has a personality that makes each person unique, each organization has an organizational climate that clearly distinguishes its personality from other organizations (**James & Milbouem, 1980**). **Hoy and Miskel (1987)** consider organizational climate as a set of internal characteristics that distinguish one school from another and influences the behavior of the people in it. The characteristic of organizational climate differs from one school to the other. Organizational climate serves as a measure of individual perceptions or feelings about an organization. Organizational climate includes management or leadership styles, participation in decision making, provision of challenging jobs to employees, reduction of boredom and frustration, provision of benefits, personnel policies, provision of good working conditions and creation of suitable career ladder for academics (**Nicholson & Miljus, 1992**).

“Organizational climate is the study of perceptions that individuals have of various aspects of the environments in the organizations” (**Owens, 1998**). Climate is apparently similar with the term psychological environment and is relevant with the structure, autonomy, reward structure, tolerance and conflict, need for innovation, warmth, support, consideration, job stress, job satisfaction, leadership style etc. Organizational climate is the term frequently used to relate the psychological structure of organization and their sub units. Every educational institution has a unique personality or climate of its own. Among the various interactions taking place in the educational system, the interaction between the principal and the teachers decides or contributes to a large extent in discovering the atmosphere or the climate. The climate or atmosphere affects the behavior of the individual and influences the performance in his working in the environment. Thus, the environment or climate of an organization is an important factor, which influences the behavior and activities of the members. It is the behavior of group members, which decides the

climate in their organization, and thus much of the school output depends upon the natural interaction among various members of the organizations. The distinct climate, atmosphere or personality perceived by persons in a particular way is a result of the interactions between the members of the organization. This feeling that results from the interaction is often referred to as the 'organizational climate'.

### **1.1.1 Organizational Climate in Education**

School climate is the major determinant factor of the teacher effectiveness. The organization of the class-room teaching process, performance evaluation, handling of the curriculum, sharing of responsibility by the staff, involvement of the community and acquiring and administrative support etc. are different characteristics on which schools perform differently. It was in 1954 when the idea of a study of organizational climate of schools was discussed (**Halpin 1954**). **Halpin and Croft (1963)** defined, personality is to the individual as climate is to the organization. They have defined climate as the personality of an organization. School climate as the personality of the school has been often described in terms of the social interactions between the teachers and the principal and among members of the teaching staff. The climate of an institution means the interpersonal relationship within the group and between the groups and its leader i.e. staff, personnel and head of the institution respectively.

Organizational climate refers to the working condition among head teachers and teachers in an attempt to achieve the objectives of the school. It encloses all those behaviors that allow cordial interpersonal relationship among staff of an organization or institution. Organizational climate grants cooperative human activities in which members of both academic and non-academic, interact for determining the set goals and objectives. **Denga (2005)** defined organizational climate as feelings and attitudes of members towards the structure and the things going on generally in the organization. Organizational climate of an educational institution is the result of the relationships between the head masters and his staff, between teachers and his students and among the teachers themselves. Organizational climate function as a bridge which links two type of phenomenon; on the one side the objective i.e., the tangible aspects of the organization e.g. structure, rules, procedures and leadership style and on the other, the moral and behavior of employees. Organizational climate is the collective view of the people within the organization as to the nature of the environment in which they work. The researches on the concept of organization climate makes it clear to understand the effect of organization on individual and his personality.

School climate is the learning environment created through the interaction of human relationships, physical setting and psychological atmosphere (**Perkins,2006**). The school as an organization has certain objectives which it has to achieve (**National Policy of Education, 1998**). In order to achieve the objectives, the organizational climate of the school is important. This organizational climate refers to the working condition of the superordinate (headmaster) and subordinates (teachers) in order to achieve the objectives of the school. The study of climate of schools provides the basis for evaluation of school. It is the resultant accumulated effect of the ways in which the principal interacts with teachers and the way teachers interact among themselves and with the principal. **Cooper (2003)** describes organizational climate as “people’s perception of their working environment with regard to caring and friendliness.” In other words, the interaction of workers and management should create a healthy organizational environment. It means the organizational climate is subjected to the perceptions of staff and students. **Litwin and Stringer (1968)** maintain that “organizational climate is a set of ‘measurable properties of the work environment’, based on the collective perceptions of the people who live and work in the environment, and whose behavior is influenced by their perceptions.” Therefore, we can say that organizational climate plays important role in setting the atmosphere conducive for a particular organization. It is achieved through the interaction between the principal and teachers, between teachers and students and between the principal and students. The social interaction compels the principal, teachers and students to discuss mutually in area of planning, decision-making, problem solving and control. The objective of this study is to see how teachers and students experience and perceive the quality of the working situation emerging from their interaction. Some of the definitions of organizational climate are given below:

**According to Lonsdale (1964)** " Organizational climate might be defined as the global assessment of the interaction between the task achievement dimension and the needs-satisfaction dimension within the organization, or in the words, of the extent of the task-needs integration. In general usage the term has a psycho-social flavor which reflects more concern with the need satisfaction dimension than with the task- achievement dimension, but the meaning that gives relatively equal attention to both so preferred."

**According to Campbell et al. (1970)**, “Organizational Climate can be defined as a set of attributes specific to a particular organization that may be induced from the way that organization deals with its environment. For the individual members within the organization, climate takes the form of a set of attitudes and experiences which describe the organization in

terms of both static characteristics (such as degree of autonomy) and behavior outcome and outcome-outcome contingencies.”

**Castro and Martins (2010)** defined organizational climate as “The shared perceptions, feelings and attitudes organizational members have about the fundamental elements of the organization which reflect the established norms, values and attitudes of the organization’s culture and influence individuals’ behavior either positively or negatively.”

Schools are social institutions (**Getzels& Guba, 1970**). Within school organizations there are students, teachers, administrators, and many kinds of service personnel. Members of each of these groups occupy distinctive positions and are expected to behave in certain ways. The role expectations of these groups and norms ascribed to them are different from each other. Clearly, the relationships among many kinds of people in schools are varied and complex. Only if those relationships are understood and generally accepted can the school organization function effectively (**Campell, 1983**).

### **1.1.2 Approaches of Organizational Climate**

There are several approaches to the concept of climate. Two in particular have received substantial patronage: the cognitive schema approach and the shared perception approach. A schema is a mental structure.

#### **1. Cognitive Schema Approach**

The cognitive schema in organizational climate can be assessed on an individual level. It looks at how a single person perceives and thinks about their work environment. With the activation of a schema, it is possible that a person will infer certain fact that affect their behavior and thinking. Schema activation may or may not make the person aware of it. Two processes that is priming and salience can increase the accessing of a schema. Priming refers to an experience that happens before a situation that prompts schema access. Salience is when a particular social structure is obvious and is more prominent than other structures in the situation. The higher the salience of a structure the more likely that schemas will be accessible for the structure.

#### **2. Shared Perception Approach**

Shared perception is how perception of group of persons affect the organizational climate. It looks at different variables and how they affect the organization’s ability to act in a manner that increases performance. Leaders have found that the improvement of morale can improve performance.



### 1.1.3 Importance of Organizational Climate

Organizational climate is constantly challenged by changes impacting organizations today (Nair,2006). Organizations are constantly seeking to improve their performance to survive and outdo their competitors. **Brown and Leigh (1996)** think that organizational climate is becoming more important than ever before because organizations need to ensure that those individuals who add value to the bottom line will want to stay in the organization and will want to continue pouring their effort into their work to the benefit of the organization. The modern work environment is vastly different from the work environment in the past decades. The reason for this difference is the overwhelming challenges organizations have to face. These challenges include increased competition, high degrees of technological innovation, changes in the nature and structure of organizations and the challenges facing employees such as redefining the employment contract, getting to grips with new business processes, flexible work patterns and work/life balance (**Kangis& Williams, 2000**). According to **Litwin and Stringer (1968)**, climate assists managers to understand the relationship between the processes and practices of the organization and the needs of employees. By understanding how different practices and initiatives stimulate employees, managers will be able to understand what motivates employees to behave in a manner that leads to a positive climate and results in the organization's success.

Organizational climate has an effect on a variety of important outcomes at the individual, group, and organizational levels. IBM recognizes the importance of workplace climate and the role it plays in the success or failure of organizations. **Watkin and Hubbard (2003)** hold that climate does make a difference to an organization's performance because "it indicates how energizing the work environment is for employees". Organizational climate is one of the important indicators which affect the work goals achieved by the organization. Organizational climate is a perception of work environment, perceived directly or indirectly by the employees. It is related to the quality and suitability of the work environment. An organization tries to attract people and keep people who fit in the climate in order to achieve the objectives. The major force in influencing employee behavior is the manifestation of the attitudes of members towards the organization itself.

**Bisconti and Solomon (cited in Peek,2003)** report that an organizational climate allows a high degree of autonomy and nurtures relationships among peers, supervisors and subordinates results in more satisfied workers. Organizations that are able to achieve their full potential are seen as a key source of competitive advantage (**Brown & Leigh, 1996**). Organizational climate

affects productivity, motivation and employee behavior towards the organization. Therefore, organizational climate can be regarded as a key variable in successful organizations.

#### **1.1.4 Types of Organizational Climate**

**Halpin and Croft (1963)** identified six types of organizational climate. The six organizational climates are the open climate, the autonomous climate, the controlled climate, the familiar climate, the paternal climate and the closed climate. The six types of organizational climate are briefly explained in the following:

##### **i. The Open Climate:**

Open climate refers to an environment in which teachers enjoy a high degree of integration and authenticity of behavior. Open climate is more flexible and opened. In this climate, the behavior of the principal plays important role in determining the organizational climate of the school. The principal is genuine in his behavior; he sets an example by working hard, being supportive and helps the people in solving problems. So here the principal is open type and has full control of the situation.

##### **ii. Autonomous Climate:**

Autonomous climate refers to an environment in which teachers enjoy high degree of group morale. The satisfaction of their social needs to a great extent is moderate. It belongs to broad group open climate but shows less openness than the open climate itself. The teachers do their work together and perform the tasks of the organization. The headmaster remains aloof from the teachers, rather he provides thrust for the teachers as well as organization by setting himself as an example.

##### **iii. Controlled Climate:**

Controlled climate can be characterized as highly task-oriented at the cost of social need satisfaction of the members. It is marked as demand or pressure for achievement at the cost of satisfaction of social needs. The principal is highly task oriented and dictatorial in his behavior. The teacher neither involves the subordinate groups nor takes any suggestion from them. The principal acts like a group leader and the decisions, commands, and communication are always from the principal to the teacher. Teachers have little time to establish friendly social relations with each other and gain little job satisfaction.

#### **iv. Familiar climate:**

Familiar climate refers to an environment in which everyone is a part of large happy family. Social needs satisfaction is extremely high. In this climate, the principal does not burden the teachers with routine reports. The behavior of the principal is not aloof, impersonal and official in his manners rather shows friendly attitude. He applies average control over his colleagues to get the work done, for which the teachers disengaged and accomplish little in a task oriented situation.

#### **v. Paternal Climate:**

Paternal climate refers to a situation in which there is little scope to teachers to satisfy their social needs and jobs satisfaction. The behavior of principal is non- genuine, non-motivating rather monitoring and paternal. The principal makes ineffective attempt to control the teachers, and unable to maintain the group unity properly and the teachers split into factions. For which they do not enjoy friendly relationship with each other and also do not work well together. Principal initiates most of the actions and does not allow the emergence of leadership from the group. Principal is always busy in administrative and academic duties.

#### **vi. Closed Climate:**

The closed climate is just the opposite of open type. In this situation the teachers neither gets their job satisfaction nor social need satisfaction due to lack of freedom, flexibility and openness in the organizational setup. The teachers do not work well together. The principal does not facilitate the task accomplishment of the teachers as he himself remains aloof, impersonal and ineffective in controlling and directing the activities of the teacher not bothering human aspect and social needs of the concerned members. The principal is not genuine and considerate in his action. So, there is no scope for individual development and the teachers lead a pressurized life without getting any satisfaction.

### **1.1.5 Factors Influencing Organizational Climate**

Organizational climate reflects the attitudes of the organizational members towards the organization. The study of organizational climate of an organization is necessary for understanding the important dimensions such as communication, cooperation, creativity, employee satisfaction, morale etc. which determines the effectiveness of the organization. Organization can be more effective if there is two-way communication and employees' cooperation may have better perception of the work environment. Employees' perception about

the climate influences the employees' participation and dedication to the organization. So, the perception of the employees about the organizational climate helps to achieve the goals of the organization. There is a great amount of diversity as many researchers have used the data which relate to individual perception of organizational factors in identifying organizational climate. **Litwin and Stringer (1968)** have included six factors which affect organizational climate, they are:

- i. Organizational structure: Perceptions of the extent of organizational constraints, rules, regulations.
- ii. Individual responsibility: Feeling of autonomy of being one's own boss.
- iii. Rewards: Feelings related to being confident of adequate and appropriate rewards.
- iv. Risk and Risk taking: Perceptions of the degree of challenge and risk in the work situation
- v. warmth and support: Feeling of general good fellowship and helpfulness prevailing in the work setting
- vi. Tolerance and conflict: Degree of confidence that the climate can tolerate, differing opinion.

According to **James and Jones(1974)** factors influencing the organizational climate can be classified into five major components:

**i. Organizational Content:**

The management philosophy is very crucial to the development of sound and favorable organizational climate looking at the reactions of the employees and the degree to which they accept the goals, policies rules and regulations of the organization. When the managerial techniques are such that employee goals are perfectly matched to the ideas of organizations then it is said to be highly favorable.

**ii. Organization Structure:**

Structure is the framework of authority- relationships in an organization. It clears that who is to supervise whom and who is responsible to whom. It serves as a basis of interpersonal relationships between the superiors and the subordinates and the peers. If the high management philosophy maintains a greater degree of consistency in decision making, then it would follow centralized structure. But it is generally believed that decentralized structure results sound climate.

**iii. Process:**

Every organization has certain processes so that it functions. The important processes through which the management achieve tasks are communication, decision-making, motivation

and leadership. For instance, it is leader's choice to give assignments and allow sub-ordinates in decision-making. A leader has to be aware of the possible influence of his actions as the effect on climate may cause great harm to the environment.

**iv. Physical Environment:**

The external conditions of environment, the size, location of the work place etc., may also affect organizational climate. When an employee performs his job in a clean, quiet, safe environment, he will have a favorable perception of the organizational climate. Noise has also been considered as instrumental in influencing the climate of an organization.

**v. Values and Norms:**

Every organization follows formal value system where certain kinds of behaviors are rewarded and encouraged. The formal value system is communicated to employees through rules, regulations and policies. But informal value system is very difficult to ascertain.

### **1.1.6 Impact of Organizational Climate**

Organizational climate has a major influence in performance through its impact on individual motivation and job satisfaction. Organizational climate determines the work environment in which the employee feels satisfied or dissatisfied. Individuals in the organization have certain assumptions and fulfillment of these assumptions depends upon their perceptions as to how the organizational climate helps in the satisfaction of their needs. Since satisfaction of individual goes a long way in determining his effectiveness, organizational climate can also be said that it is directly related with the performance of the individual in the organization. There may be some processes by which organizational climate affect performance, satisfaction and attitudes of people in the organization. **Khan et al., (1951)** has identified the factors, which affect individual performance in organization. There are rules orientations, the nurturance of subordinates, supervision universalism and promotion achievement.

Organizational climate can influence or upset the human behavior in the organization through an impact on their performance, satisfaction and attitudes. When employees in a particular work unit agree on their perceptions of the impact of their work environment, their shared perceptions can be aggregated to describe their organizational climate (**Jones & James, 1979; Joyce & Slocum, 1984**). Organizational climate serves as a measure of individual perceptions or feelings about an organization. Organizational climate includes management or leadership styles, participation in decision making, provision of challenging jobs to employees, reduction of boredom and frustration, provision of benefits, personnel policies, and provision of

good working conditions and creation of suitable career ladder for academics (**Nicholson & Miljus, 1992**).

## **1.2 Historical Background of Job Satisfaction**

Before the Industrial revolution, the employers could only aim to get the work done by the workers whatever may be the nature of the work conditions. They did not care for the satisfaction of the workers. As the industries started to grow, the primary concern of the industrialists was to improve the productivity and not the well-being of the workers. One of the first and foremost studies to examine the relationship of the physical environment and worker productivity was carried out by **Taylor(1977)** at the Bethlehem Steel works. His approach to job satisfaction was that the workers would be satisfied with work if they got higher economic returns from the work.

The importance of the problem of job satisfaction came in to focus with the findings of Hawthorne experiments which was carried out at the Philadelphia plant of the western Electric Supply Company in the 1920s. These studies (1924-1933), can be credited to Elton Mayo of the Harvard Business School, who sought to find out the effects of various conditions on workers' productivity. The findings of the study which provided strong evidence that people work for the purposes other than pay, paved way for researchers to investigate other factors in job satisfaction.

### **1.2.1 Meaning of Job Satisfaction**

Job is regarded as one of the important features of every individual because it gives financial benefits, social status and recognition, security of life, physical, mental and emotional well-being. Job satisfaction refers to the way an individual feel about the events, people and things in his/her working situation. Job satisfaction is an attitude people have about their jobs which results from their perception of the jobs and degree to which it is suitable between the individual and the organization. **Gary (1996)** differentiated at least two aspect of job satisfaction namely facet satisfaction and overall satisfaction. Facets are job itself, promotion, recognition, benefits and working conditions whereas overall satisfaction is a person's attitude towards his or her job. Job satisfaction refers to certain experiences and qualities that are related to the ways a person thinks and feels. The feelings of worthwholeness, which an individual has in particular in an occupational position, can be called as job satisfaction. Job satisfaction is the degree to which positive and negative feelings of an individual decide various aspects of the job. The satisfaction

of an individual may be positive or negative; it depends on the organization that he/she is working with if they are offering more, enough or less aspects of satisfaction to the employees. Job satisfaction is perceived by an individual about his or her satisfaction towards the job. **According to Blum (1956)** 'Job satisfaction is the result of various attitudes the person holds towards his jobs, towards related factors and towards life in general'. Hence, Job satisfaction is a pleasant and positive attitude perceived by an employee towards his job as well as his life.

Job satisfaction describes how people feel about their jobs and different aspects of their jobs. It is the degree to which people like (satisfaction) or dislike (dissatisfaction) their jobs (**Spector, 2007**). An alternative approach based on the assumption that there are basic and universal human needs, and that, if an individual's needs are fulfilled in their current situation, then that individual will be happy. This framework postulates that job satisfaction depends on the balance between work-role inputs - such as education, working time, effort - and work-role outputs – wages, fringe benefits, status, working conditions, intrinsic aspects of the job. If work-role outputs ('pleasures') increase relative to work-role inputs ('pains'), then job satisfaction will increase (**Sousa-Poza and Sousa-Poza, 2000**).

Job Satisfaction of teachers is as important as the organizational climate of any educational institution. The importance of a teacher is not new to educational thinking in spite of this recognition, relatively little and reliable information is available regarding the job satisfaction of teachers. Teachers play a dynamic role in an educational system. It is said that performance of students depends upon effective teaching of their teachers. One of the most difficult problems in educational research is that of recognizing the teacher effectiveness i.e. discriminating between more effective teachers and less effective teachers (**Coleman, 1998**). Teachers' performance is the way in which a teacher behaves in the process of teaching. Teachers' performance is known to be related to teachers' effectiveness (**Medley and Shannon, 1994**).

### **1.2.2 Definition of Job Satisfaction**

**According to Hoppock (1977)**, job satisfaction can be defined as essentially any combination of psychological, physiological and environmental circumstances that cause a person to say, "I am satisfied with my job".



**Sweeney and Mcfarlin (2002)** defined job satisfaction as “the result of a psychological comparison process of the extent to which various aspects of their job (e.g. pay, autonomy, work load) measure up to what they desire”.

According to **Fieldman and Arnold (1983)**, “Job satisfaction will be defined as the amount of overall positive affect or (feelings) that individuals have towards their jobs.”

According to **Andrew Brin (1988)**, “Job satisfaction is the amount of pleasure or contentment associated with a job. If you like your job intensely, you will experience high job. If you dislike your job intensely, you will experience job- dissatisfaction.”

**Smith and Kendall (1969)** defined “job satisfaction as the feelings the worker has about his job. These feelings were based on the individual’s perceptions of the differences between what was expected as a fair return and what was actually experienced”.

**Locke (1969)** defined job satisfaction as “the pleasurable emotional state resulting from the appraisal of one’s job achieving or facilitating one’s values”. He also claimed that “job satisfaction was a function of what a person wanted from a job and what he perceived it as offering”.

**Lawler (1973)** also explained job satisfaction in terms of the difference between what people thought they should receive and what they perceived that they actually did receive. **Schultz (1999)** defined job satisfaction as “the psychological disposition of people toward their work – and this involves a collection of numerous attitudes or feelings”.

**National Policy on Education (1986)** has also stated, “No people can rise above the levels of its teachers”. In the absence of sincere, capable and professionally conscious teachers, the best system of education may flop to achieve the preferred ends.

### **1.2.3 Importance of Job Satisfaction**

The job satisfaction of employees in any organization, as **Conley et al. (1989)** have indicated, is regarded as a main component of the work environment and one of the main factors determining organizational climate. In addition, **Hoy and Miskel (1987)** have stated that job satisfaction is viewed as a decisive factor as to the general efficiency of an organization. It is known that research into job satisfaction started in the field of industry and business administration, with a special emphasis being laid on the working classes. Later on this research moved into the field of education, with more concentration being placed on the teaching sector.

Job satisfaction is regarded as a very important issue within the educational context, especially for school head teachers due to the fact that it is connected with different aspects of

their role and those which consume most of their time both in and outside of school. The importance of job satisfaction plays in our occupational life as it is related with many aspects which affect a persons' mental, physical and increase in output. **Harris and Brannick (1999)** describe job satisfaction as “the extent to which workers like their jobs.” These scholars assert that, the quality of education depends upon the availability of qualified and motivated teachers. Moreover, they believe that if quality education is the goal of the school then, the focus should be on creating and maintaining the school climate that will encourage teachers to be committed to their school responsibilities.

#### **1.2.4 Theories of Job Satisfaction**

Job satisfaction theories are classified as Maslow's need hierarchy theory, Herzberg's two-factor theory

##### **1. Maslow's Hierarchy of Needs**

Maslow's theory was one of the first theories to examine the important contributors to job satisfaction. According to Maslow's theory (1970), the human needs form five level hierarchy consisting of: physiological needs, safety, belongingness/ love, esteem, and self-actualization. Maslow's hierarchy of needs suggest that there are essential needs that need to be met first (such as, physiological needs and safety) before more complex needs can be met (such as belongingness and esteem). Maslow's needs hierarchy was developed to explain the human motivation in general.

For Maslow, fulfillment of lower-order needs, such as security and payment leads to high order needs like social relations, self-esteem, and self -actualization. Therefore, in order to improve the job satisfaction of the employee, organizations should attempt to meet the basic needs of the employee before progressing to higher-order needs. Satisfying these higher order needs is necessary for true job satisfaction.

##### **2. Herzberg's Two – Factor theory**

In the late 1950s, **Fredrick Herzberg** developed a two-factor theory (motivation and hygiene) based on Maslow's Hierarchy of Needs. The theory suggests that job satisfaction and dissatisfaction act independently of each other. Inorder for an employee to be satisfied with his work, motivating factors like pay and benefits, recognition and achievement need to be met. On the other hand, hygiene factors such as working conditions, company policies and structure, job security, interaction with co-workers and quality of management are associated with dissatisfaction of job. Because both the hygiene and motivational factors are viewed as

independent, it might be possible that employees are neither satisfied nor dissatisfied. This theory suggest that when hygiene factors are low, the employee is dissatisfied, but when these factors are high it means the employee is not dissatisfied (or neutral).The employee is satisfied or not is dependent on motivational factors.

The two-factor theory, **Hertzberg(1959)** provides the theoretical framework in the design of **Lester (1987)** TJSQ instrument. They claimed that job satisfaction and dissatisfaction are independent of each other, improving employees' status, responsibility, and self- realization was found to improve work itself and job satisfaction.

### **3. Expectancy Theory**

This theory was developed by **Vroom(1964)**, based on the belief that the amount of effort applied on a job depends on the expected return and may result in increased pleasure or decreased displeasure. People may carry on their job and be satisfied believing that their efforts will be rewarded.

Vroom's expectancy theory assumes that believes that behavior results from choices among alternatives whose purpose is to maximize pleasure and to minimize pain. He realized that an employees' performance is based on the individual factors such as personality, skills, knowledge, experience and abilities.

Expectancy theory of motivation is not only about self-interest in rewards but about the associations people make towards expected outcomes and the contribution they want to make towards that outcome.

### **4. Equity Theory**

Equity theory, popularly known as Adam's equity theory, which aims to balance between an employees' input and output in a workplace. Inputs are what an individual contributes to an exchange (hard work, skill-level, motivation, enthusiasm and so on) and output relates to what an individual obtains from an exchange (salary, benefits, bonus and recognitions in the form of awards).

According to **Daft and Noel (2001)**, equity theory is a process of job satisfaction that focuses on individuals' cognition of how equally they are treated compared to others. This implies if the people feel that their work as less favorable than that of others with whom they compare themselves as equals, they are likely to be less motivated to perform better. Therefore, this theory compares people on the degree of their inputs to outputs with the degree of outputs to inputs of others. The feeling of inequity may arise when an individual's ratio of outcomes to inputs is either less than or greater than the outcomes to input ratio of relevant others (**Mullins,2005**).

The equity theory serves a fair balance to ensure satisfied and motivated teachers. If there is a feeling of inequity on the part of the teachers, there is high probability of that they will be demotivated and dissatisfied with their work and with their employer (**Ololube,2006**).

### **1.2.5 Factors influencing Job Satisfaction**

There are number of factors that influence job satisfaction. A number of research studies have been conducted in order to establish some of the causes that result in job satisfaction. These studies revealed consistent correlation of certain variables with the job satisfaction.

The major factors which effect on job satisfaction of teachers are pay and promotion, working condition, personal attitude, related challenges, social relationship etc. Earlier studies reveal that job satisfaction is caused by many factors which are difficult to isolate. Sometimes one or sometimes many factors act to change the level of satisfaction in deferent situations. Job satisfaction varies according to geographical location, working environment, provided facilities, administration, management etc. Therefore, it is justified to carry out the study to know the intensity of the related factors. The study of job satisfaction of higher secondary schools and junior college teachers will give an idea to the management about the level of job satisfaction of teachers in relation to gender, age, experience, marital status etc.

### **1.3 Area under study**

Arunachal Pradesh – the “Land of dawn-lit mountains”, erstwhile North East Frontier Agency (NEFA), is situated at the north-east extremity of the country. Geographically, Arunachal Pradesh lies between latitudes 26°30’N and 29°31’N and longitudes 91°30’E to 97°30’E. The erstwhile North Eastern Frontier Agency (NEFA), became Union Territory of Arunachal Pradesh on 20<sup>th</sup> January, 1972 under the provisions of North Eastern Areas (Reorganization) Act 1971 (81 of 1971), and attained statehood on 20<sup>th</sup> February, 1987. It spreads over an area of 83’743 sq.km bounded by Bhutan (160 km) in the West, China (1080km) in the North and Myanmar (440 km) in the East. It shares inter-state boundary with Nagaland in the east and it is linked with the state of Assam in the south. There are over 26 major tribes and a large number of sub-tribes inhabited with different cultural heritage. During 2015, the state has 20 districts namely Anjaw, Changlang, Dibang Valley, East Kameng, East Siang, KraDaadi, KurungKumey, Lohit, Longding, Lower Dibang Valley, Lower Subansiri, Namsai, Papum Pare, Siang, Tawang, Tirap, Upper Siang, Upper Subansiri, West Kameng and West Siang. According to 2011 census, the total population of the state is 13, 83,727 with male 7, 13,912 and female 6, 69,815 and sex ratio is 938 per thousand male. The population density is only 17 persons per

sq.km which stands in sharp contrast with the national population density. The literary rate of the state is 66.95 percent with male 73.69 percent and female 59.57 percent, excluding children's in the age group (0-6), according to 2011 census. It stands in 34<sup>th</sup> position in all India ranking. Arunachal Pradesh has 1 Central university, 1 state university, 7 Private university, 1 Deem university, 1 semi government college of Indigenous Himalayan Cultural studies, 1 National Institute of Technology, 1 Homeopathic Medical college, 23 degree colleges, 11 college for teacher education, 1 Law college, 7 Polytechnic college and 11 District Institute for Education and Training. According to **UDISE (2016)** it has 155 Higher Secondary schools, 415 Secondary schools, 1,649 Middle schools and 3,870 Primary schools.

• **Lower Subansiri**

Lower Subansiri district of Arunachal Pradesh is laying approximately between 92°40' and 94°21' East Longitude and 26°55' and 28°21' North Latitudes. The district is bounded by Kurung-Kumey district and some part of Upper Subansiri district to the North, West Siang district and some part of Upper Subansiri district to the East, Papum Pare district and state of Assam to the South and Kurung Kumey and Papum Pare district to the West respectively. Lower Subansiri district was created on 13<sup>th</sup> May, 1980. It covers an area of 3,460 sq. km and the topography of the district is mostly mountainous terrain, where the hill range varies from approximately 1000 to 1600 meters above sea level. Ziro is the district headquarter, and have an altitude of 1564 meters above sea level. As per 2011 census, the district has 83,030 populations comprised of 41,843 males and 41,187 females. The sex ratio of district is 984 females per 1000 males. The entire Lower Subansiri district is divided into 3 Sub-Divisions namely Ziro, Raga and Yachuli. The district has 8 circles comprising of 536 villages. It has been covered by 3 CD blocks namely Ziro-I, Ziro-II and Tamen-Raga. Apatani and Nyishi is the local inhabitant of Lower Subansiri district. The literate persons and percentage to the total population of the district has been recorded as 54057 (48.40 percent). The literacy rate of the district is 76.33 percent with male 82.40 percent and female 70.10 percent. Educational institutes, such as, Indira Gandhi Technological and Medical sciences university, Saint Claret College, Government college yachuli, MudoTamo Memorial college and District Institute for Education and Training are situated in Lower Subansiri district.

## 1.4 Statement of the Problem

The Problem under study is stated as, “Organizational climate of Schools and Job Satisfaction of Teachers: A Study of Secondary Schools in Lower Subansiri District of Arunachal Pradesh”

## 1.5 Rationale of the Study

Teachers play an important role in any educational and institutional set up. They get themselves involved in teaching and training the students to make them social. They also inspire and develop student inborn capabilities for the well-being of the society. The educational scenario in India shows that the teacher, the main agent of change through education, undergoes so many strains and stresses during the discharge of his duties. The development of science and technology has made the human society so complex and dynamic that teachers deal different complexities and challenges of life to adjust satisfactorily with their day to day activities. The major factors which affect job satisfaction of teachers are pay and promotion, working condition, personal attitude, related challenges, social relationship etc. Organizational climate as a concept, its role and value in organizations and its impact on various organizational outcomes have been studied for over 50 years. Organizations that are able to create environments that employees perceive to be benign and in which they are able to achieve their full potential are regarded as a key source of competitive advantage (**Brown & Leigh, 1996**). It is significant to study whether employees are satisfied or dissatisfied, committed or not committed in their job because many researches has been done and it has been found that employees who are much more satisfied will more likely show positive thoughts, feelings and actions towards their job. It is important to study the relationship between job satisfaction and organizational climate because this may bring a huge benefit equally to employers and employees. Since, satisfaction increases commitment to the organization, and if satisfaction is given more to the employees, a lot of good factors such as good supervision by supervisors, good working conditions, good interpersonal relations, better policies and administration, better pay and security, challenging work, achievement, recognition, growth and development can benefit employees.

The role of the teachers is very important in every society. The quality of the education is closely related to the quality of the teachers. A teacher who is satisfied with their job can perform their work effectively and efficiently. If the teachers work under stress, they cannot be satisfied with their job and it might create negative impact on their job. So, it is necessary to

identify the factors that affect the teachers to acquire satisfaction from their work. **Chen (2010)** conducted a study on job satisfaction among teachers. The results revealed that there is no significant distinction in mean score among government teachers regarding gender and there exists a huge difference in mean score among private school teachers with respect to their gender. The purpose of the study is to know the factors impacting job satisfaction among the secondary school teachers because it may have a direct effect on student learning of the secondary schools. The quality of instruction received by the students may be impacted by the level of job satisfaction a teacher experiences (**Perie and Baker, 1997**). **Georgia (2008)** made an attempt to explore and analyze secondary school students' perceptions of school climate in three areas viz., the physical, social and learning environment of the school. The major findings concerning the three areas of school climate indicate that students were moderately satisfied with the climate prevailing in their school. The study revealed that the lowest mean was given to social environment, the second highest to physical environment and the highest score to learning environment. Although several studies have been taken up by different researchers in India and abroad, no such study had been taken up in the state of Arunachal Pradesh. Thus, the present study is important. This study will have significant implications on management of schools and research.

## **1.6 Objectives of the Study**

Following are the main objectives for the present study:

- (i) To study the organizational climate as perceived by the secondary school teachers.
- (ii) To study the school climate as perceived by the secondary school students.
- (iii) To study the job satisfaction level of secondary school teachers.
- (iv) To determine the relationship of organizational climate and job satisfaction of secondary school teachers.
- (v) To compare the organizational climate as perceived by secondary school teachers grouped on job satisfaction level as
  - (a) Low and average level of satisfaction
  - (b) Average and high level of satisfaction
  - (c) High and low level of satisfaction

## 1.7 Hypotheses of the Study

The following hypotheses are framed in view of the above stated objectives.

- i. There is no significant difference in the mean score of organizational climate as perceived by secondary school teachers with respect to their gender, locality and type of management of schools.
- ii. There is no significant difference in the mean score of school climate as perceived by secondary school students with respect to their gender, locality and type of management of schools.
- iii. There is no significant difference in the mean score of job satisfaction of secondary school teachers with respect to their gender, locality and type of management of schools.
- iv. There exists no significant relationship between organizational climate and job satisfaction of secondary school teachers.

## 1.8 Delimitations of the study

The present study was delimited to:

- i. Class IX and X students of secondary school in Lower Subansiri district of Arunachal Pradesh
- ii. Teachers teaching at secondary school level only.

## 1.9 Operational terms:

The operational terms used in the present study are given below:

**Organization:** An organized group or collection of people with particular purpose such as an institution or an association.

**Organizational climate:** Organizational climate is a relatively enduring quality of the internal environment of an organization that (a) is experienced by its members, (b) influences their behavior, and (c) can be described in terms of the values of a particular set of characteristics (or attributes) of the organization. Organizational climate as perceived by secondary school teachers.

**Job Satisfaction:** Job satisfaction as a result of consequences of the individuals' experiences on the job in relation to his/her own values i.e. what he/she wants or expects from it.



**School Climate:** School Climate refers to the quality and character of school life. Social and Emotional climate refers to the social characteristics of a school in terms of relationships among students and staff/ teachers. The school climate as perceived by secondary school students.

**Secondary School:** Secondary school refers to Arunachal Pradesh State, government and private schools providing instruction at the level of secondary education particularly IX<sup>th</sup> and X<sup>th</sup> classes.

**Secondary School Teacher:** A teacher teaching in IX<sup>th</sup> and X<sup>th</sup> classes of government and private secondary school.

**Secondary School Student:** Students studying in IX<sup>th</sup> and X<sup>th</sup> classes of government and private secondary schools in the academic year of 2014-2015

### **1.10 Chapterization**

The whole research work is presented in five (5) chapters:

Chapter-I Introduction,

Chapter-II Review of related literature,

Chapter-III Methodology,

Chapter-IV Analysis and Interpretation of the data,

Chapter-V Summary and Conclusion.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.0 Introduction

This Chapter deals with the review of related literature which is very important feature of the research process. The review of related literature or literature review is an important task of a researcher to take a look into the previous research work done in the area in which he/she intends to study. It serves as a strong theoretical base to the researcher by providing the needed information about the nature of the present study. The purpose of literature review in a research study is to provide excessive data to the researcher which is used to support the area of study.

A literature review surveys the study area, synthesises the information, critically analyses the information gathered and presents it in an organized way. It develops an accurate and deep understanding of the research problems and ensures avoidance of unnecessary duplication. They suggested that the careful student of education, the research worker and investigator should become familiar with the location and use of the sources of educational information (**Good et al.,1941**).

In the present study, the related studies done in India and abroad in the field of organizational climate, school climate of students and job satisfaction of teachers relate not only to secondary school level, but also to the primary school and college level were examined and presented here in four sections which are mentioned as under:

1. Researches on Organizational Climate
2. Researches on School Climate
3. Researches on Job Satisfaction
4. Researches on Organizational Climate and Job Satisfaction

#### 2.1.0 Researches on Organizational Climate

#### 2.1.1 Studies in India

**Joshi (1980)** made “an Investigation into the Organizational Climate of Higher Secondary Schools of Rajkot city.” The findings of the study observed that the number of higher secondary schools with closed climate was maximum, the familiar climate type schools ranked second and the number of schools with controlled climate was minimum. The study also showed

no difference with respect to the category of organizational climate between government school and private school, high and low performing schools and those with varying size, location and with different streams.

**Khera (1980)** conducted “a study of Organizational Climate and Educational Environment of Sainik Schools”. The results of the study revealed that there were wide variations in the educational environment and organizational climate of different sainik schools. Principals and the teachers of different sainik schools differed significantly in their behavior variables.

**Garg and Rastogi (2006)** conducted a study on “Climate Profile and Organizational Citizenship Behaviors of Teachers in Public and Private Schools of India.” It aimed to assess the significant differences in the climate profile and organizational citizenship behaviors (OCBs) of teachers working in public and private schools of India. The sample for the study was comprised of 100 teachers, out of which 50 teachers were from public and 50 teachers from private school. The findings of the study indicated significant differences in the climate profile of public and private schools and also, there was significant difference in the exhibition of citizenship behaviors of teachers working in public and private schools.

**Mohan and Ashok (2011)** conducted a study on “Organizational Climate and Attitude of Teachers a Co-Relational Study.” The study aimed to analyzed the relationship between the organizational climate of schools and the teachers’ attitude towards profession working in those schools revealed that the two variables are significantly and positively correlated. It has been found that teachers rated high on disengagement and hindrances are rated low on their attitude towards their job. The study revealed that aloofness and production emphasis (headmaster behavior) are negatively correlated with teachers’ attitude and headmasters high on aloofness behave in impersonal and formal manner.

**Singh (2011)** carried out a study on “Impact of School Organizational Climate on learning Achievement”. The study investigated on the impact of school organizational climate on learning achievement of secondary school students of Amravati Division in English and Science. The findings showed that (i)familiar climate followed by open and autonomous climate are significantly more facilitative in learning achievement in English and Science, and (ii)controlled type of school organizational climate is most debilitating in English and Science achievement followed by less debilitating effort of paternal and closed type of climate.

**Babulal (2012)** conducted a study on “Organizational Climate of Secondary Schools of Haryana”. The study revealed that the urban secondary schools are bit better than the rural secondary schools due to some basic organizational climate of rural schools. The findings resulted that social relationship between teachers and students should be democratic and better.

**Vos et al. (2012)** carried out a study on “Educators and the quality of their work environment: An analysis of the Organizational Climate in primary Schools”. The study indicated that the behavior of the principals and that of the educators contributed only to an average degree to the establishment of a more effective organizational climate in the primary schools.

**Maiti et al. (2017)** conducted a study on “Organizational Climate of Primary Teacher Educational institutions in West Bengal”. The result revealed that majority of the non-government, primary teacher educational institutions (PTEI) have close climate and majority of the government, PTEIs have open climate, perfect agreement in open climate than others. The overall organizational climate of the PTEIs were mostly open climate in West Bengal.

**Vedavathi (2017)** carried out “A Study on Secondary School Organizational Climate and Work Values of Secondary School Heads.” The study revealed that there is no significant difference between the work values of secondary school Heads working in different school climate. The findings also revealed that there is significant difference in school climates with different types of schools.

**Alam (2018)** carried on “Study of Organizational Climate in relation to teacher effectiveness of Secondary School Teachers.” The study indicated that there is no significant differences between male & female teachers in respect of organizational climate and there is significant differences between government & private in respect to teacher effectiveness.

**Swargiary and Adhikary (2018)** conducted “A Study on The School Organizational Climate of Government and Private Secondary Schools of Barpeta District of Assam”. The study was conducted on ten (10) schools as sample through a descriptive method. The result revealed a great variation in respect to different dimensions. The findings showed that there were great variation regarding some of the important dimensions of organizational climates like communication flow, reward system, motivational level and support system.

**Kumar (2019)** conducted “A study of Gender, Location and Organizational Climate in Relation to Leadership behavior of Principals of Senior Secondary School”. This study

indicated that there are no significant differences on gender, location and organizational climate in relation to leadership behavior of senior secondary school principals. The results also indicated that significant differences were also found among principal with low, average and high organizational climate on leadership behavior in favor of high group. On the basis of findings of the study, the investigator suggests that before appointing the principal of a school, the concerned appointing authorities should see that the principals possess leadership as well as managerial qualities.

### **2.1.2 Studies in Abroad**

The researcher had gone through a large number of studies conducted by the foreign researchers in the area of Organizational Climate in schools. Some of those were as follows:

**Moran and Volkwein (1988)** carried out a study on “Examining Organizational Climate in Institutions of Higher Education”. The study indicated that climate do have relevance at the organizational level in which it distinguishes campuses from one another. The administrators have significantly and consistently more positive perceptions of organizational climate than the faculty. The study resulted that faculty at campuses with comparatively more positive climates report greater goal clarity and performance standards.

**Brekelmans et al. (2002)** conducted a study on “Teacher experience and the teacher-student relationship in the Classroom Environment”. The study revealed that the teacher student relationship is stable during the teaching career; they consistently strive for a high degree of dominance and cooperativeness and the actual teacher student relationship however changes during the career. During the first decade of the students’ career, on an average there is significant increase in dominant behaviour of teachers. After this period dominance stabilizes but on average there is no change in co-operative behaviour.

**Idogho (2006)** carried out a study on “Academic Staff Perception of the Organizational Climate in Universities in Edo State, Nigeria”. The findings revealed that the school climate in universities in Edo State considered all the four dimensions of organizational climate investigated in this study as favorable. It was apparent from the result that academic staff of universities in Edo State value creativity innovation, flexible, supportive and nurturing organizational climate. The school heads and their academic staff were running their institutions along democratic and humane lines as their values and aspirations in general are highly reflected in their perception. The result also implied that despite the seemingly observed behavior of

disenhancement in academic staff, there was nevertheless harmony between them and their school heads and that staff cherished the merits of maintaining an open and climate in their institutions. Therefore, consideration had the highest mean score among the subsets followed by intimacy, thrust and morale. The result also showed that under a considerate leader academic staff evidenced greater commitment to their institutions. In other words, leaders who manifest consideration are seen as supportive which further demonstrates that there is close interaction and interpersonal relationship between academic staff and heads among academic staff and between academic staff and students.

**Olorunsola and Arogundade (2012)** conducted a study on “Organizational Climate and Lecturers Job Performance in South West Nigerian Universities”. The research design used for the study was a descriptive survey type. The findings showed that the predominant climate of federal universities was opened while that of the state was closed in terms of motivation, communication and resource availability. The study also revealed that lecturers job performance was at a moderate level in both federal and state universities. There was significant difference in the organizational climate of federal and state universities, while there was no significant difference in the job performance of lecturers in the federal and state universities. Based on the findings of the study, it was recommended that the university management should determine those factors that would enhance commitment and lead to effective goal achievement.

**Rajab et al. (2013)** conducted a study on “Relationship between the performance of Educational Administrators and the Organizational Health with focus on Teacher's Perception in High Schools”. The findings revealed that there is a positive and significant relationship between organizational health and the performance of the principals. The results of the study also indicated that there is a relationship between organizational health with the principal performances in areas of education and teaching programs, students and staff affairs.

**Tiwa and Sengkey (2021)** carried out a study on “School Organizational Climate and its relationship with Teachers Innovative Work Behavior in Junior High Schools”. The study found that each dimension of collegial leadership, professional teacher behavior, emphasis on achievement, and institutional vulnerability was positively and significantly related to teachers’ innovative work behavior. Moreover, the relationship between school organizational climate and teachers innovative work behavior is positive and significant.

## **2.2.0 Researches on School Climate**

### **2.2.1 Studies in India**

**Malhotra (2011)** carried out a study on “Socio-emotional Climate in Inter-relationship between Levels of Educational Aspiration of Tribal and Non-Tribal Secondary Students of Jammu region and their Problem Solving Ability”. The study conducted revealed that there is a significant relationship between levels of educational aspirations and problem solving ability. It was also interpreted that higher the educational aspiration, higher will be the problem solving ability and vice-versa.

**Ahmad and Ahmad (2012)** conducted a study on “Academic Achievement Motivational of Adolescent in relation to their Socio-Emotional School Environment”. The results showed that there is a significant relation between academic achievement motivation and socio-emotional school environment of adolescent. The study conducted also showed that the socio-emotional school environment affects academic achievement motivation of adolescents. However, it can be said that socio-emotional school environment is deciding factor in the academic achievement motivation of adolescents.

**Ahmad (2012)** carried out a study on “Impact of Socio-Emotional School Environment on Academic Achievement of Teenager boys”. The findings of the study revealed that there is a significant difference in academic achievement of aided and private higher secondary teenager-boys. There is a significant relation between socio-emotional school environment and academic achievement of teenager-boys which showed that the socio-emotional school environment determinates the academic achievement of teenager-boys.

**Gautam and Punia (2012)** carried out a study on “Perception of Adolescents about the socio-emotional climate of school environment”. The results of the study revealed that most of the respondents perceived their school climate as favorable to highly favorable. Respondents from private school had better perception of social climate as well as socio-emotional climate of schools against the government schools’ respondents. Government schools were perceived better for emotional climate of schools.

**Kaur (2012)** conducted a study on “Career maturity among adolescents in relation to their School Climate”. The results of the study indicated that out of six dimensions of career maturity, only three dimensions namely self-appraisal, occupational information and

problem solving showed significant difference with high, average and low levels of school climate.

**Rahaman and Gihar (2012)** conducted a study “Achievement Level and School Climate of Primary Schools Teachers”. The researchers investigated school climate of high and low academic achievement level of teachers of primary level. There is no significant differences between the high and low academic achieve primary level male and female teachers on their school climate. The results identified that high academic achiever teachers were obtained higher mean value than low academic achiever primary level teachers on teacher-students relationship, administration, parent community, instructional management dimensions and overall school climate. The findings also revealed that no significant change was observed between high and low academic achiever primary level teachers on security and maintenance, student academic orientation, student behavioral values, student peer relationship, student activity, receptivity and satisfaction dimensions of school climate scale. However, it may be interpreted that achievement level of teachers influence the school climate of the teachers.

**Singh (2012)** conducted “A study of Achievement Motivation of senior secondary school students in relation to their Self-Concept and Socio-emotional climate of the School”. The findings of the study revealed that achievement motivation of senior secondary school students does not differ significantly at different levels of their self-concept and socio-emotional climate of the school. The results showed that the students who perceive the socio-emotional climate of the school as of average and poor type had better achievement motivation scores than the students who perceive the socio-emotional climate of the school as good. It can be understood that self-concept and socio-emotional climate interact significantly with regard to the achievement motivation of the students.

**Badola (2013)** conducted “A Study of Home Climate and School Environment of Senior Secondary School Student in relation to their Decision Maturity”. The findings of the study revealed that a significant difference has been found in the dimensions of home climate namely- control of parents, protection of family members, social isolation, deprivation of privileges and rejection of family members of senior secondary school students on their career decision maturity. There was no significant effect of punishment, conformity, reward, nurturance and permissiveness were observed on their high, middle, low career maturity of secondary school students. In the study, it was also found that no significant effect of creative incentives, cognitive motivation, recommendation, permissiveness and control of school was observed on



career decision maturity of senior secondary school students. The findings indicated that there was a significant difference in rejection of teachers and other school authorities.

**Goswami (2013)** studied the “Organizational Behavior of School Teachers and Head of Institution and Academic Performance of students”. The findings of the study showed that the relationship between academic performance of students and different behavioral dimensions of teacher and head shows that academic performance is negatively related with disengagement, alienation and humanized thrust dimensions and positively related with the rest. However, the three dimensions’ alienation, esprit and production emphasis are found to be good predictors in predicting the academic performance of students in schools.

**Saikia and Samad (2013)** carried out “A Comparative study of Academic Climate of English Medium and Assamese Medium Schools”. From the study, it was found that there was a significant difference in the academic climate of English medium and Assamese medium schools. Their difference in the study can be observed in all the dimensions. The findings also revealed that the teachers, students and administrators must increase their concerns to improve the academic climate of rural schools. The study covered academic climate in respect to physical material, inter-personal trust, school provision and academic provision dimensions. However, the study implied that there is need to improve all the dimensions giving equal emphasis of both English medium schools as well as Assamese medium schools.

**Kumar (2015)** conducted a study on “Impact of Gender and Socio-Emotional School Climate on Achievement Motivation of Tribal Students”. The study conducted, concluded that male and female students do not differ significantly in their level of achievement motivation. The results also showed that tribal students on the basis of perception of social, emotional and socio-emotional school climate differed significantly in their level of achievement motivation.

**Bhat and Mir (2018)** carried out a study on “Perceived School Climate and Academic Achievement of Secondary School Students in relation to their Gender and Type of School.” The findings of the study indicated a significant and positive relationship between school climate and academic achievement of secondary school students. The result also reflected a significant difference in the perception of school climate with respect to gender and type of school.

### **2.2.2 Studies in Abroad**

The researcher had gone through a large number of studies conducted by the foreign researches in the area of School Climate in schools. Some of those were as follows:

**Levacic et al. (2003)** conducted a study on “The Relationship between School Climate and Head Teacher Leadership and Pupil Attainment”. The findings of the study showed some support for the statistical significance of some school climate constructs in multi-level models of pupils’ attainment which include both pupil level and school level variables. The study also indicated that which stakeholders affects the measures of school climate and their relationship with pupil attainment. The findings indicated a positive and significant relationship between headteachers leadership as assessed by pupils on the basis of four simple questions. Attempts were made to assess headteacher leadership using more sophisticated questions to staff about more detailed aspects of headteachers’ attitudes and behaviour which proved unsuccessful. The results revealed that agreement between stakeholders was low and the constructs were not significant in regressions of pupils’ attainment. In the study, it was also found that parental involvement in pupils learning and pupils’ attitudes to learning were also found to be significant for some measures of pupil attainment.

**Lassen et al. (2006)** conducted a study on “The Relationship of School Wide Positive Behavior Support to Academic Achievement in an Urban Middle School”. The findings of the study indicated that the student’s academic performance on standardized tests of reading and math during the study were predicted on the basis of behavioral indicators ( ie. Office referrals, suspensions). In the findings, it was also noted that, although the relationship between academics and behaviour was statistically significant, the effect sizes were small, accounting for between 1 and 2% of the variance in math and reading scores. There are many factors that account for academic performance on standardized tests and Instructional strategies, student motivation, and student test- taking skills certainly all play a role in academic outcomes.

**Phaneuf (2006)** made a study on “School Security Practices: Investigating their consequences on Student Fear, Bonding and School Climate”. The study examined the influence of school security practices on student fear, student bonding and school climate. The results indicated that the use of selected security practices in schools did not influence levels of student fear or bonding. In the study several school and community level variables were better predictors of student fear and bonding than was the use of school security strategies. In the study, the variables were community poverty and disorganization, percentage teachers black, school auspices (public,private,catholic) community gang, problems and student enrolment.

In another study, **Gunbayi (2007)** investigated “School Climate and Teacher perceptions on Climate factors: Research into Urban High Schools”. In the study, the main objective was to examine the difference in the levels of the variables related to the school climate factors among the teachers teaching social science courses, the teachers teaching natural science courses, and the teachers teaching art, music and physical education. The result of the analyses showed that all the teacher’s reported open climate in relation to the factors of team commitment, organizational clarity and standards, intimacy and support, autonomy, member conflict, medium climate in relation to the factors of risk and in reward. In the study, it was also found that the teachers teaching art, music and physical education reported higher open school climate than others, men than women, single teachers than married ones, the teachers with more degree of education than the ones with a lower degree of education, older teachers than younger ones, and the teachers with less seniority than the ones with more seniority.

**Milner and Khoza (2008)** carried out a study on “A Companion of Teacher Stress and School Climate across Schools with Different Matric Success Rates”. They investigated the differences in teacher stress and perceptions of school climate among teachers from schools with differing matriculation success rates. The results of the study indicated that the experience of occupational stress was similar across the different school types assessed with virtually all the stresses within the occupational stress survey perceived as highly stressful by all the teachers in the sample. However, Organizational climate, specifically collegial leadership, professional teacher behavior, and achievement press were found to differ significantly across the two school types.

**Grinning et al. (2010)** conducted a study “Understanding and Improving Classroom Emotional Climate and Behavior Management in the “Real World.” The study was to understand and improve classroom emotional climate and behavior management. The findings of the study were mixed, notably, teachers personal stressors were moderately predictive of lower use of effective strategies of behavior management in the classroom. The research findings also suggested that psychosocial stressors are not a barrier to teachers’ use of intervention services. Teachers reporting more stressors attended more training session than teachers reporting fewer stressors. It was also indicated that teachers reporting higher levels of stress availed themselves of less support from mental health consultants during classroom consultation visits offered to treatment group classroom as part of the intervention.

**Scallion (2010)** carried out a study on “The Voice of Elementary School Principals on School Climate”. The findings of the study indicated that many of the principals had an understanding of school climate consistent with the research. The results analysed that in most cases of the study, the principals were involved in coursework, extensive professional development or were avid readers of professional literature. The study also determined that principals who possess an understanding of the phenomena of school climate also acted with intention in efforts to alter it. The study also indicated that the twenty-five percent of the principals who did not have a conceptual understanding of school climate, their leadership had an accidental influence on it. The study implied that the principals need pre-service training and support in school climate and its cultivation for the benefit of all learners of all schools.

**Javier and Reyes (2011)** conducted a study on “School factors associated with Socio-emotional development in Latin American Countries”. The study was to identify the factors associated with school and classroom socio-emotional achievement of primary education students. After the analyses, the results of the study showed a series of classroom and school factors that explain the socio emotional development, consistent with those found in research on school effectiveness to cognitive factors.

**Collie et al. (2012)** studied “School Climate and Social and Emotional Learning: Predicting Teachers Stress, Job Satisfaction and Teaching Efficacy”. The findings of the study indicated that positive school climate significantly predicted lower teachers stress, increased teachers job satisfaction and increased teacher sense of efficacy. In the school climate variables, student relations played the most significant role in predicting better teacher outcomes and other significant variables were collaboration among staff, school resources, and input in decision making. The findings demonstrated that stronger beliefs and integration of social and emotional predicted greater job satisfaction and increased teacher sense of efficacy, however, certain social and emotional learning variables also predicted increased stress. In the social and emotional learning variables, comfort with regular implementation of social and emotional learning in the classroom, the support and promotion of social and emotional learning, and the integration of social and emotional learning across the school predicted better outcomes for teachers, whereas commitment to improving social and emotional learning provided mixed results.

**Yusof (2012)** carried out a study “School Climate and Teachers Commitment: A Case Study in Penang, Malaysia”. The study was to determine the relationships between school climate and teachers’ commitment. The findings of the study indicated that the level of school

climate openness and overall teacher's commitment of the selected 5 primary school is high. It was determined that they were positively correlated between school climate dimensions and teachers' commitment but weak correlation between school climate and teachers' commitment. In the study, the regression analysis also showed that only professional teacher behavior made a significant contribution to teachers' commitment.

**Nicholas and Nichols (2012)** carried out "An analysis of Student and Parent Perceptions: School Climate Surveys for the Public Good". The study investigated that school climate perceptions of parents were not correlated significantly with their students' perceptions or with student academic performance or family socio-economic status. The results of the study also suggested that both students and parents tend to rate the school climate at their particular school site as positive. It was also suggested that parents' perceptions of their child's school site were consistently positive, regardless of the overall academic achievement level of the school. The study also showed that student perceptions were also consistently positive which may be a reflection of an attempt to please the teacher or the overall positive nature of schools as compared to some of their individual home environments.

**Duze and Rosemary (2013)** investigated on "The School Climate Challenges Facing Principals in Secondary Schools in Delta State of Nigeria". The findings revealed that, there were no significant differences among the perceptions of principals, teachers and students on school safety, teaching and learning, interpersonal relationship, the school environment, as well as on the possible solutions to the challenges of school climate faced by principals. It was suggested to enhance school climate and eliminate problems faced by principals to ensure effective instructional leadership. They also suggested that school principals should increase safety by adopting violence-prevention and conflict-resolution programed: increase students, teachers and non-teaching staff acceptance of diversity; ensure that students are treated with care, fairness and consistency; ensure that the school buildings are physically attractive and kept in good condition; that government should provide up-to-date learning materials and enforce the use of school climate as a central characteristics of school accountability and assessment systems.

**Voight et al. (2013)** studied on 'A Climate for Academic Success: How school climate distinguishes schools that are beating the achievement odds'. The results of the study revealed that there was a significant difference in academic achievement of aided and private higher secondary teenager boys. The findings of the study also indicated that there is a

significant relation between socio-emotional school environment and academic achievement of teenage boys which shows that the socio-emotional school environment determines the academic achievement of teenage boys.

**Yener (2021)** conducted a study on “The Relationship between School Climate and Students Aggressive Behaviors”. The findings of the study revealed that there were low and negative significant correlations between students’ aggressive behaviors and their perceptions of school climate. The results also revealed that supportive teacher behaviours, safe learning environments and positive peer interactions, gender and academic achievement had significant effects on students’ aggressive behaviors.

### **2.3.0 Researches on Job Satisfaction**

#### **2.3.1 Studies in India**

In general, job satisfaction relates to workers' opinions concerning their jobs and their employers. In some studies, attempts have been made to measure the job satisfaction of teachers working in primary school, secondary school and college level. Some studies have been aimed to find out the factors affecting job satisfaction and dissatisfaction among teachers. There are also studies, which were conducted to find out the relationship of job satisfaction and other variables. All such studies are presented below:

**Lavingia (1974)** conducted “A study of Job Satisfaction among School Teachers”. The findings of the study revealed that primary school teachers were more satisfied than secondary school teachers. In the study it was also found that female teachers were more satisfied than male teachers.

**Reddy et al. (1978)** carried out a study on “Job Satisfaction of Teachers working under different Managements”. The findings of the study revealed that teachers employed under private managements were the most satisfied with the teaching job while those in government schools were the least satisfied with their jobs.

**Khatoon and Hasan (2000)** conducted a study on “Job Satisfaction of Secondary School Teachers in relation to their personal variables: sex, experience, professional training, salary and religion”. The findings of the study revealed that female teachers had a greater degree of job satisfaction than the male teachers. In the study, it was also found that the fresher teachers

drawing less salary were more satisfied than their seniors who were experienced and drawing higher salaries.

**Sharma and Jyoti (2006)** studied on “Job Satisfaction among School Teachers”. The study determined that the degree of job satisfaction secured by teachers is not high and the reason lies in insufficient pay. The study also revealed that secondary level teachers were more satisfied than primary level teachers. The private school teachers showed more satisfaction than government school teachers despite the poor pay package, due to the congenial atmosphere in the private schools. Also the female teachers were more satisfied due to the nature of the job and the socio-cultural value of the profession.

**Sharma and Patnaik (2009)** conducted a study on “Organizational Health of Elementary School and Job Satisfaction of Teachers”. The results of the study revealed that teachers of private school were highly satisfied whereas the teachers of government schools were only above average in job satisfaction.

In another study, **Agnihotri and Yadav (2010)** investigated on “Job satisfaction of Govt. aided and Non-Govt. aided Secondary School Teachers”. A comparative study compared the job satisfaction of government aided and non- government aided secondary school teachers which indicated (a) the teachers working in government aided secondary school and non-governmental aided secondary schools did not differ in the level of their job satisfaction, (b) female teachers of both the management did not differ significantly in their job satisfaction, (c) male teachers of the management did not differ significantly in their job satisfaction.

In the study of **Arumugasamy and Renu (2011)**, it was confined to “Job Satisfaction of Higher Secondary School Teachers in Kanyakumari District”. The study draws out many factors responsible for job satisfaction and for changes in attitude of teachers. The findings of the study revealed that among all the categories, the aided school teachers in kanyakumari district had better job satisfaction in many aspects. The results of the study revealed that the self-financing school teachers face a lot of problems when compared with the Government and aided higher secondary school teachers.

**Kaur and Sidana (2011)** carried out a study on “Job Satisfaction of College Teachers of Punjab with respect to area, gender and type of institution”. The study investigated revealed that level of job satisfaction of male teachers was greater than their female counterparts.

**Gupta et al. (2012)** studied on “Job Satisfaction of Secondary School teachers in relation to some Demographic Variables: A Comparative study”. The study also revealed that female teachers were more satisfied than their male counterparts and more experienced teachers, and teachers belonging to rural areas had better job satisfaction than their counterparts.

**Katoch, O. R. (2012)** conducted a study “Job Satisfaction among College Teachers: A Study on Government Colleges in Jammu (J&K)”. The objective of the study was to examine the factors which impact the level of job satisfaction among college teachers. The study indicated that female college teachers were more satisfied with their job than the male teachers. In the study, the similarities between both male and female is that both were satisfied with their income per annum and more than 75 percent of the respondents suggested that handsome salary is job satisfaction. The results of the study also revealed that majority of the respondents also sketch, dignity and social status, getting job security, job matching with qualifications, physical environment and to work in a desired profession in job satisfaction.

**Khan (2012)** conducted a study on “Job Satisfaction among College Teachers”. The study determined the following findings i.e. (i) female teachers enjoy greater job satisfaction than their male teachers, (ii) the teachers who are teaching in government colleges enjoy significantly greater job satisfaction than the teachers teaching in private colleges, (iii) the married teachers show more job satisfaction than their unmarried teachers, (iv) there is no significant change in job satisfaction due to the change in the levels of independent variables (gender, marital status and types of colleges).

**Lal and Singh (2012)** carried out a study on “A Comparative Study of Job Satisfaction and Attitude towards Education among Male and Female Teachers of Degree Colleges”. In their findings of the study, the results revealed that teachers were very satisfied with their jobs. It was also found that male and female group of teachers corresponds to the extremely satisfied category. The results denote that those male and female teachers were not different from each other on job satisfaction variable. Both male and female teachers teaching in degree colleges had unfavorable attitude towards education and they do not differ significantly regarding the attitude towards education.

**Singh and Goyal (2012)** conducted “A Study of Job Satisfaction of Secondary School Teachers in NCR, India”. The findings of the study revealed that there was significant difference of job satisfaction between male and female secondary school teachers. However, no



significant difference was found between the job satisfaction of urban and rural secondary school teachers.

**Basu (2013)** carried out “A Study on Stress and Job Satisfaction among Secondary School Teacher”. The results of the study indicated that the occupational stress among secondary school teachers working in government-aided and private schools differs significantly as does the occupational stress among male and female teachers. The study investigated revealed that the job satisfaction among secondary school teachers working in government-aided and private schools differs significantly as does the job satisfaction among the male and female teachers. It was also revealed a strong negative correlation between the occupational stress and job satisfaction of secondary school teachers.

**Chamundeswari (2013)** conducted a study on “Job Satisfaction and Performance of School Teachers”. The findings of the study indicated that teachers in central board schools were significantly better in their job satisfaction and performance compared to their counterparts in matriculation and state board schools. It may be due to the fact that central board school teachers enjoy better infrastructure facilities and congenial working environment than the matriculation and state board teachers.

**Ghosh (2013)** conducted a study on “Job Satisfaction of Teachers working at Primary School”. He studied that the nature of job did not have significant impact on the job satisfaction of teachers working at primary school. The findings of the study were (i) the para teachers were found to be more satisfied in their job satisfaction than regular teachers, (ii) the male and female teachers did not differ significantly in their job satisfaction working at the primary school, (iii) the female teachers were found to have more job satisfaction than male teachers (iv) the teachers belonging to urban were found to have more favorable job satisfaction than rural teachers, (v) the government school teachers were found to have more job satisfaction than private school teachers, (vi) the educational qualification did not have significant impact on the job satisfaction of teachers working at the primary school. The undergraduate teachers were found to have more favorable job satisfaction than graduate teachers.

**Gupta and Gehlawat (2013)** conducted a study on “Job Satisfaction and Work Motivation of Secondary School Teachers in relation to some Demographic Variables: A Comparative Study”. In their findings, it was revealed that no significant difference was found in the job satisfaction and work motivation of male and female teachers. Significant differences were reported among teachers working in government and private schools; more experienced

and less experienced teachers with respect to job satisfaction and work motivation. There was significant difference in the work motivation of teachers having graduate and post graduate qualifications. The results of the study indicated that on comparing the mean scores, the teachers with graduate qualifications had higher work motivation than their counterparts. The findings of these study has provided enormous scope for the improvement of teachers' job satisfaction and work motivation through well-structured sensitization attitude building and competency based training programs.

**Lalita (2013)** carried out a study on “Job Satisfaction among Teachers of Private and Government School: A Comparative Analysis.” The findings of the study revealed that there is no significant difference in the level of satisfaction of male and female teachers. The results also revealed that there is no significant difference in the level of satisfaction of government and private school teachers.

**Moorthy (2013)** carried out “A Study on Job Satisfaction of Female School teacher in Theni District”. He indicated that there is significant relationship between age group, designation and family size and job satisfaction. The study also indicated that there is significant relationship between social recognition and job satisfaction of the female school teachers in their district. The study reported that the female staff job satisfaction is moderate level and female school teachers were somewhat satisfied.

**Rajendran and Veerasekaran (2013)** conducted “A study of Job Satisfaction of Secondary School Teachers.” The findings of the study showed that the secondary school teachers were slightly satisfied with the basic dimension (out of twenty) of a job i.e. ability utilization, advancement, education policies, independence, compensation, creativity, recognition and working condition. The study also revealed that there was significant difference between male and female teachers. However, there was no significant difference of Job satisfaction between rural and urban.

**Das and Choudhury (2014)** carried out a study on “Job Satisfaction of Higher Secondary School and Junior College Teachers: A case study of Sonitpur, District, Assam.” The major findings of the study indicated that there is significant difference in job satisfaction of the teachers between government and private management higher secondary schools/colleges. It was also found that there is no significant difference in mean score of job satisfaction of teachers between rural and urban schools.

**Bhuyan and Mallick (2015)** conducted a study on “Job Satisfaction of contract teachers and Regular teachers in relation to Gender at Secondary Level”. The findings of the study revealed that there was significant difference between the contract teachers and regular teachers regarding job satisfaction. However, the regular teachers had more job satisfaction in comparison to contract teachers.

**Kumar (2015)** carried out “A study on Job Satisfaction of Higher Secondary School Teachers at Trichy.” The major findings of the study indicated that there is no significant difference in the job satisfaction of Schools with respect to locality. It was also found that age has no bearing on the level of job satisfaction of higher secondary school teacher.

**Rao (2015)** conducted a study on “Job satisfaction among Secondary School”. The findings of the study revealed that there is no significant difference was found between the job satisfaction of male and female teachers of secondary schools. Moreover, secondary school senior teachers have more job satisfaction than junior teachers.

**Thakur (2015)** carried out a study on “Job Satisfaction of Secondary School’s Teachers”. The study was investigated on a sample of 120 teachers which was selected in accidental way from the schools of Mehasana district. The study revealed that other school teachers have more job satisfaction than self-financed schools and Science Stream’s teachers enjoy more job satisfaction than that of general streams.

**Acharya (2016)** conducted a study on “Remarking an Analization Influence of Gender and Race on Professionalism and Job Satisfaction among School Teachers.”The findings of the study revealed that there is a significant difference in job satisfaction of male and female teachers of secondary schools in Papumpare district of Arunachal Pradesh. It also revealed that female teachers are more satisfied with the teaching job than their male counterparts.

**Alvera and Ahmad (2017)** conducted “A study of Job Satisfaction among Secondary School Teachers in relation to their attitude towards Teaching Profession”. They undertook the study which revealed that the overall job satisfaction of secondary school teachers is of moderate level, means teacher sampled for research have normal level of satisfaction in their job. The results of the study also revealed that the low attitude towards teaching profession male and high attitude towards teaching profession female secondary school teachers are almost similar on the measure of their job satisfaction

**Dar and Najjar (2017)** attempted a study on “Job Satisfaction of plus two male lecturers of District Budgam with respect to their marital status”. The findings of the study revealed that there is a significant difference between married and unmarried male lecturers on composite score but on dimension wise insignificant difference was found expect for dimension salary, promotional avenues and service conditions.

**Kumar and Muthamizhselvan (2017)** conducted “A study of Job Satisfaction of School Teachers in Vellore district.” The findings of the study indicated that school teachers from all the samples such as gender, location of school, pattern of school, type of management, level of teaching, teaching experience and marital status do not differ significantly towards job satisfaction.

**Kaur (2018)** carried out a study “A study of Job Satisfaction level of Government and Private Senior Secondary School Teachers of Punjab.” The major findings of the study were that there is no significant difference between government and private secondary school teachers with regard to different areas of job satisfaction namely job concrete, job concrete, job abstract, economic and community growth.

**Lego and Padu (2018)** carried out a study on “Job Satisfaction Level of Secondary School Teachers of East Siang District, Arunachal Pradesh”. The study found that secondary school teachers were highly satisfied with their teaching job. The results revealed that there was no significant difference in the job satisfaction level in terms of gender, religion, settlement, race and management type of secondary schools. However, male, non-indigenous, private, non-apst and rural teachers showed higher job satisfaction.

**Nigama et al. (2018)** conducted a study on “Job Satisfaction among School Teachers.” They undertook the study to investigate job satisfaction among 50 private school teachers and 50 government school teachers comparing the job satisfaction level between private and government school teachers, it was found that there is no significant difference in their level of satisfaction irrespective of gender.

**Roy and Halder (2018)** conducted a study on “Job satisfaction of Secondary School Teachers.” The major findings of the study indicated that gender, locality of the school, marital status and teaching experience have no effect on the job satisfaction of the secondary school teachers as there were no significant difference in job satisfaction of the teachers.

**Ravat and Modi (2021)** carried out “A Study of Job Satisfaction of Secondary School Teachers of Mehsana Taluka”. The findings of the study revealed that there is no significant job satisfaction of secondary school teachers on the basis of gender. However, there is significant difference in job satisfaction on the basis of type of school and teaching experience. In the findings of the study, it is indicated that teachers having more than 15 years of teaching experience have more job satisfaction than teachers having less than 15 years of experience.

### **2.3.2 Studies in Abroad**

**Locke et al. (1983)** studied on “Job Satisfaction and role clarity among University and College Faculty”. The major findings showed that faculty are most dissatisfied with pay, promotions and administration, and that faculty in academic divisions with higher pay scales are more satisfied than those in divisions with lower pay scales.

**Ahmed et al. (2003)** carried out a study on “Job Satisfaction among School Teachers”. They undertook the study on job satisfaction of 236 teachers in senior secondary schools. The results revealed that female teachers enjoyed greater satisfaction than their male counterparts did and married teachers showed more job satisfaction than unmarried teachers did. The findings also indicated that the teachers who were teaching in government schools showed greater job satisfaction than teachers teaching in private schools. And there was no significant change in the level of independent variables like sex, marital status and types of school.

**Crossman and Harris (2006)** conducted a study on “Job Satisfaction of Secondary School Teachers.” The findings of the study indicated scores of teachers by type of schools. It was found that teachers in independent and privately managed schools exhibited the highest satisfaction level while those in foundation schools exhibited the lowest. There was no significant difference in satisfaction was found when the data were analyzed by age, gender and length of service.

**Ololube (2006)** studied on “Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment”. The study examined the differences and relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State of Nigeria. The results revealed that teacher related sources of job satisfaction seem to have a greater impact on teaching performance, as teacher were also dissatisfied with the educational policies and administration, pay and fringe benefits, materials rewards and advancement.

**Oliver (2007)** conducted a study on “Relationship between Teacher Job Satisfaction and Teaming Structure at the Middle School Level”. He studied to compare the perceptions of middle school teachers regarding the characteristics of teams in their school and

their job satisfaction level. The major findings of the study revealed that maintenance of a collaborative culture in which educators engage in focused and purposeful activities dealing with instruction, assessment and professional development is essential in motivating teachers to perform above and beyond their current level. It was also concluded that the attributes of teaming can impact teacher's attitudes toward their jobs and their motivation to improve performance.

**George et al. (2008)** carried out a study on "Job satisfaction among Urban Secondary School Teachers in Namibia". The results of the study showed significant levels of dissatisfaction pertaining to intrinsic factors of work and more especially, those factors relating to school area and rank. There was a significant correlation between levels of burnout and job satisfaction was found, particularly in respect of emotional exhaustion and depersonalization, which were shown to correlate with low levels of job satisfaction.

**Abdullah et al. (2009)** conducted a study on "Job Satisfaction among Secondary School Teachers". They undertook the study which revealed that secondary school teachers in Tawau, Sabah were generally satisfied with their job: there is significant relationship between job satisfaction and gender, whereby the male teachers were generally more satisfied than female teachers. It was also found that graduate teachers were more satisfied than non-graduate teachers. The results revealed that higher ranking teachers were more satisfied than the ordinary teachers while the older teachers were more satisfied than their younger counterparts. However, it was found that there was no significant relationship between places of origin of teachers with job satisfaction and no significant difference between all the work dimensions and teachers place of origin.

**Akhtar et al. (2010)** conducted "A Comparative Study of Job Satisfaction in Public and Private School Teachers at Secondary level". The results of the study indicated that majority of the female teachers was satisfied as compared to male teachers. The results also indicated that public and private school teachers were satisfied with their jobs.

**Azhar et al. (2011)** carried a study on "Job Satisfaction of Secondary School Teachers, a comparative analysis of Gender, Urban and Rural Schools". The findings from the study indicated that females were more satisfied with their jobs than male teachers. School location showed no significant difference between urban and rural school teachers on job satisfaction.

**Voris (2011)** conducted a study on "Teacher Efficiency, Job Satisfaction and Alternative Certification in Early Career Special Education Teachers." The result showed no significant difference was found among job satisfaction, teacher's sense of efficacy, and the type

of certification held by the participants in the study. It was found that both alternative and traditionally certified special education teachers are satisfied with their present jobs and their choice of teaching as a profession and their degree of teacher efficacy and job satisfaction is not significantly different regardless of number of years in teaching (0-5years) or among the three settings explored (resource, collaboration and combination).

**Alta et al. (2012)** conducted a study on “A Comparative Study of Regular and Contractual Teacher’s Job Satisfaction”. Their study indicated that regular and contractual teachers are significantly different on pay, fringe benefit and contingent and reward aspects of job satisfaction while there is no significant difference between job satisfaction of regular and contract teachers on promotion, supervision, co-workers nature of work, communication and operating conditions aspects of the job satisfaction. The findings of the study were logical as the regular and contractual teachers have different pay packages. It was also found that usually contractual teachers are deprived of fringe benefits and contingent rewards, so their level of job satisfaction is lower as compare to regular teachers on these aspects.

**Monyatsi (2012)** carried a study on “The Level of Job Satisfaction of Teachers in Botswana”. The results showed that all categories of teachers in Botswana schools are generally satisfied with their job of teaching. The results also showed that majority of respondents in this study are not satisfied with opportunities for promotion in general.

**Selvam (2012)** carried a study on “Teaching Competency and Job Satisfaction among High School Teachers: A Study”. The findings of the study showed that there is a significant, positive relationship between satisfaction and teaching competency of the high school teachers, to improve the teaching of high school teachers should be selected for teaching various subjects.

**Ozen (2013)** conducted a study “Relationship of Various Social Psychological Variable with Primary Teachers Job Satisfaction”. In the study, the objective was to determine the relationship among job satisfaction and social psychological variables of government and private school teachers. The study indicated that there was no significant relationship among organizational climate subscales, which showed that subscales were independent of each other. There was a significant relationship between job satisfaction factors that showed that job satisfaction factors were independent of each other. The results showed supportive principal behavior and directive principal behavior were found to be significantly correlated with job satisfaction; on the other hand, restrictive principal behaviour was found no significantly correlated with job satisfaction. It was also found that collegial Teacher behaviour and intimate

teacher behavior were found to be significantly correlated with job satisfaction, on the other hand disengaged teacher behaviour was found no relationship with job satisfaction.

**Ahmed (2014)** carried out a study on “Job Satisfaction of Teachers at Private and Public Secondary Schools”. The major findings of the study revealed that the job satisfaction of public teachers was significantly higher than that of private school teachers, but there were no significant differences in job satisfaction of teachers by their genders.

**Mocheche et al. (2017)** conducted a study on “Influence of Gender on Job Satisfaction of Secondary School Teachers in Kenya”. The findings of the study indicated that the female teachers had slightly higher score of 51.52, with standard deviation of 3.0 and male teachers who had a mean score of 50.29, with a standard deviation of 5.58 and standard error of .544 in the level of job satisfaction. The findings of the study suggested that the Teachers Service Commission should consider recruiting more female teachers given that female teachers enjoyed higher job satisfaction compared to the males.

**Anastasiou and Belios (2020)** carried out a study on “Effect of Age on Job Satisfaction and Emotional Exhaustion of Primary school of Teachers in Greece”. The level of occupational burnout (OB) and job satisfaction (JS) was investigated in primary school teachers (n = 125) in the region of Epirus in Northwestern Greece. The findings of the study revealed that teachers were less satisfied and more stressed with extrinsic job characteristics of their job, such as working conditions and working hours. The results also indicated that female teachers were more likely to exhibit increased satisfaction from intrinsic job characteristics, whereas male teachers were more likely to exhibit increased emotional exhaustion and lack of personal accomplishment. It can be concluded that job satisfaction had a significant negative impact on emotional exhaustion.

**Leon et al. (2021)** carried out a study on “Job Satisfaction factors in Secondary School Teachers, Public and Private Institutions in Peruvian Region”. The study found that 50.5% of secondary school teachers in public and private education felt dissatisfied at work. It is also found that there are significant differences in job satisfaction factors in secondary school teachers from public and private educational institutions.



## **2.4.0 Researches on Relationship of Organizational Climate and Job Satisfaction**

### **2.4.1 Studies in India**

**Mehrotra (2002)** carried out “A Comparative Study of Leadership Styles of Principals in Relation to Job Satisfaction of Teachers and Organizational Climate in Government and Private Senior Secondary Schools of Delhi”. The major findings of the study necessitate that the educational administrators should ensure that more autonomy should be provided to the teachers in Government and Private schools both which may enhance the level of Job satisfaction among the teachers. The study also revealed that there is no significant difference between the organizational climate of the government and private schools but the teachers of Government schools are found to be more satisfied than the private schools.

**Arani and Abbasi (2004)** carried out a study on “Relationship between secondary school teachers’ Job Satisfaction and School Organizational Climate in Iran and India”. In the findings of the study revealed that among all dimensions of school organizational climate, “Esprit” has a mutual relationship with at least two sub factors of teachers’ job satisfaction namely, “Economic sufficiency” and “Interpersonal contentment in Iran and India. It was also found that there is a negative relationship between one dimension of school organizational climate i.e. disengagement with three sub factors of teachers’ job satisfaction (economic sufficiency, professional growth, and interpersonal contentment) in both the countries – Iran and India. The results of this study indicated that dimensions which are related to teachers’ behavior characteristics, have more influence on teachers’ job satisfaction than dimensions related to principals’ behavior characteristics. It is also understood that different type of school organizational climate straightly has influence on job satisfaction of teachers as many aspects of teachers’ behavior at school are affected by principal’s behavior and style of management.

**Dhingra (2006)** conducted a study on” Effect of Organizational Climate on Job Satisfaction of Secondary School Teacher”. The researcher, for his study randomly selected a sample of 100 teachers from different government and private school of Patiala district to study the effect of organizational climate on job satisfaction of secondary school teachers. It was found that government and private secondary school teachers had no significant difference in job satisfaction. The results of the study also revealed that there was significant difference between job satisfactions in relation to their organizational climate of secondary school teachers.

**Badoni (2010)** carried on “A Study of Organizational Climate in relation to job satisfaction of senior secondary school teachers of Haridwar District in Uttrakhand”. The study found that some dimensions of organizational climate showed significant relationship with job satisfaction in open and closed schools but some dimensions showed insignificant relationship with job satisfaction. In this study, it was found that there exists no significant difference between teachers in open and closed climate schools on the variable of job satisfaction.

**Raza (2010)** carried out a study on “Relationship between Organizational Climate and Performance of Teachers in Public and Private Colleges of Punjab”. The findings of the study observed that majority of the public and private college principals opined that open climate was very high correlated positively to teacher performance but paternal and closed climates were negatively correlated to teacher performance. It was also found that majority of the public and private college teachers disliked closed climate. The teachers of both systems liked the thrust behavior of their heads and disliked aloofness behavior of their heads. The results also revealed that majority of public and private college students held that their teachers did not explain subject matter with daily life examples and also the teachers did not use effective teaching aids they did not try to assess students’ level of understanding.

**Singh et al. (2011)** conducted a study on “Impact of Organizational Climate on Job Satisfaction- A Comparative Study”. The findings of the study indicated how various factors of organizational climate correlates with job satisfaction in telecommunication sector. The results of the study indicated the favorable organizational climate in all four companies (Reliance, Airtel, Idea, Tata).

**Sodhi (2012)** conducted a study on “Teacher Effectiveness of Secondary School Teachers of Punjab in relation to School Organizational Climate”. The study observed that the secondary school teachers perceiving autonomous and familiar type of school organizational climate have exhibited significantly higher levels of teacher effectiveness as compared to those perceiving school climates to be of closed type. The results indicated that there is significant interaction effect of school organizational climate with gender, location and streams on teacher effectiveness of secondary school teachers. The teacher effectiveness is highly and positively related to teaching attitude. It was also revealed that more effective secondary school teachers have significantly healthier and favorable attitude towards teaching than less effective teachers. The study concluded that teaching attitude is the significant determinant of teacher effectiveness.

**Saxena and Sabana (2012)** examined a “Correlational Study between Teacher’s Job Satisfaction and Educational Attainment of Students in various School Organizational Climate”. The study observed significant correlation between teachers’ job satisfaction and educational attainment of pupils in various types of school organizational, except paternal type of school organizational climate. The result obtained was found to be similar except in paternal type of organizational climate where no significant correlation was observed between the variables, when correlation was computed between teachers’ job satisfaction and educational attainment of pupil on the basis of gender in various school organizational climate. It was also found that paternal type of organizational climate, factors like quality of interaction between teachers and students, students and teachers’ perception of their school environment may be the reason behind in significant relationship between variables.

**Babu and Kumari (2013)** conducted a study on “Organizational Climate as a Predictor of Teacher Effectiveness”. The study assessed that there exists open climate in govt. schools whereas closed climate exists in private schools. Maximum numbers of effective teachers are in open climate compared to closed climate. The results indicated that there is a significant difference between the teacher effectiveness of elementary school teachers in relation to their organizational climate i.e. there is significant influence of organizational climate on teacher effectiveness of elementary school teachers.

**Bala (2015)** carried out a study on “Job Satisfaction of Senior Secondary School Teachers in relation to Organizational Climate.” The findings of the study revealed that there was no significant difference in terms of gender, locality and stream. It was also found that there were significant differences in job satisfaction of senior secondary school teachers in terms of gender, locale and stream across different organizational climate.

**Lenka et al. (2015)** carried out “A Comparative Study of Organizational Climate of Private Managed School with Govt. Managed School in relations to their Job Satisfaction.” The findings of the study observed that organizational climate of government school differ from private schools and job satisfaction of government school teachers differ from private school teachers. In the findings, it was also revealed job satisfaction of teachers in different organizational climate like high, average and low differs significantly from each other.

## 2.4.2 Studies in Abroad

**Kabes (1989)** carried out a study on “The relationship among teacher Satisfaction, school Organizational Climate, and Professional growth and Development attitudes of High School teachers”. The findings revealed that teachers in the four schools exhibited strong patterns of agreement about and affect toward professional growth and development. It was also found that there was an overall significant positive correlation.

**Rosli (2000)** conducted a study on “The relationship between Organizational Climate and Job Satisfaction: A study of selected Secondary School Teachers in Government and Private Schools in Kuala Lumpur”. In the study, the results revealed that government secondary school teachers were found to obtain higher scores than private secondary school teachers which signified government schools more satisfied in terms of job satisfaction. It was found that organizational structure has the highest correlation to job satisfaction compared to warmth and consideration has the least correlation to job satisfaction. The study also indicated the overall teacher’s perception of climate and the level of job satisfaction, and the factors influencing the perceptions of climate in government and private secondary schools are different.

**Pan and Qin (2007)** made a study on “An Analysis of the relation between secondary schools Organizational Climate and Teacher Job Satisfaction”. The study resulted that there was significant correlation between the various factors of school climate and the different dimensions of teacher job satisfaction such as the nature of job, leadership, salaries, and opportunities for advance studies, promotion and physical condition.

**Adeyemi (2008)** conducted a study on “Organizational Climate and Teacher's Job Performance in Primary Schools in Ondo State, Nigeria”. He presented an overview stating that primary schools in Ondo state runs on an open climate type of organization. In the study, the level of organizational climate in schools and the level of the teachers’ job performance was equally low but a significant relationship was however found between organizational climate and teachers’ job performance. The study also suggested which were given based on the findings, that head teachers should create a favorable climate to enhance better job performance among teachers.

**Obadara (2008)** carried out a study on “The Influence of Organizational Climate and Culture on Workers Job Satisfaction and Commitment”. The study indicated that employees working in organizations with more positive cultures and climates are more likely to be satisfied

with their jobs and more committed to their organizations and hence, should be less likely to leave. The results indicated that organizational climate and culture significantly influenced both workers' job satisfaction and commitment, while its influence on workers' job performance is the most potent followed by that of workers commitment.

**Castro and Nico (2010)** studied on “The Relationship between Organizational Climate and Employee Satisfaction in a South African Information and Technology Organization”. The findings reported that there is strong positive relationship between organizational climate scores and job satisfaction scores and how the dimensions are perceived, organizational climate has an influence on job satisfaction.

**Pangil et al. (2011)** conducted a study on “Relationship between Organizational Climate and Job Satisfaction: The Case of Government agency in Malaysia”. The study observed that the job satisfaction level is rather low. The findings of the study were that the employees perceived that organizational climate within this organization provide low rewards, responsibility, structure and participation. It also revealed that participation has a negative impact on job satisfaction, which means in this organization, the employees do not like high level of participation. So, it was found that higher level of participation also means an added workload to the employees, and this may not be appealing to the government agencies employees because they already have too much responsibility to serve the public.

**Adejumobi and Ojikutu (2013)** carried out a study on “School climate and teacher job performance in Lagos state Nigeria”. The findings of the study showed that there is a significant relationship between availability of facilities and teacher job performance in the schools, class size and teacher job performance, school policies and teacher job performance, leadership style and teacher job performance, motivational strategies and teacher job performance, teacher morale and teacher job performance in public and private secondary schools in lagos state Nigeria. Teacher job performance is affected by the variables.

**Selamat et al. (2013)** made a study on “The Impact of Organizational Climate on Teacher’s Job Performance”. The results of the study showed that teachers in the school were unhealthy. The study also indicated that organizational climate found to be a significant factor that could affect teacher’s job performance. In the findings, in terms of organizational climate dimensions, one aspect of principal’s leadership behavior and teacher’s behavior; thrust and hindrance were found to be critical factors in enhancing teacher’s job performance.

**Shahram et al. (2013)** undertook the study to find out “The Relationship between Organizational Climate with Job Satisfaction of Educational Teachers at High School Grade of Ardabil City”. It was found that correlation coefficient between the dimensions of organizational climate and job satisfaction showed that there is a significant relationship between the target agreement, role agreement and agreement on approaches of organizational climate dimensions with the job and job satisfaction. The result showed that there was no significant relationship between the effectiveness of the relations from the organizational climate dimensions with the whole dimensions of job satisfaction and connection between the praise satisfaction with organizational climate, with job, optimization and payment from the job satisfaction. It was observed that there is a significant relationship between the satisfaction from praise with the peer.

**Werang and Lena (2014)** undertook a study on “Relationship between Principal Leadership, School Organizational Climate, and Teachers job performance at state Senior High Schools in Merauke Regency-Papua-Indonesia”. In the study, the main objective was to find out the relationship between principal's leadership, school organizational climate and teachers job performance at state senior high schools in Merauke Regency, Papua. The results revealed that there was a significant relationship between principal's leadership and teacher's job performance at state senior high schools in Merauke regency, Papua. It was also found that significant relationship between school organizational climate and teachers' job performance at state senior high schools in Merauke regency, Papua.

**Alajmi (2016)** carried a study on “Organizational Climate and its relationship to Job Satisfaction in Kuwaiti Industrial Companies”. The findings of the study indicated that there is a significant positive relationship between organizational climate and job satisfaction among employees in these companies. The results revealed that organizational climate explains 46.7% of the variations that occur in job satisfaction. It was found that the most important dimension affecting job satisfaction are leadership and performance evaluation, which together explain 50.9% of the variations that occur in job satisfaction.

**Gaunya (2016)** carried out a study on “Organizational Climate as a Determinant of Job Satisfaction among Public Sector Employees in Kisii county, Kenya”. The study reported that certain dimensions of organizational climate such as identity, conflict, management and rewards had a statistically significant positive relationship with job satisfaction.

**Ghavifekr and Sheila (2016)** examined “The Relationship between School Organizational Climate and Teachers Job Satisfaction”. In the study, the results revealed that there is a significant positive relationship between school organizational climate and teacher’s job satisfaction. It was found that teachers in this study were fairly satisfied with their job, with the responsibility factor as the biggest contributor to job satisfaction. The results indicated the necessity to provide positive organizational climate and up keeping teacher's job satisfaction by policy makers and principals with hope in enhancing the quality of schools in Malaysia.

**Okoli (2018)** made a study on “Organizational Climate and Job Satisfaction among Academic Staff: Experience from selected private universities in South East Nigeria”. The study indicated that there is a positive significant relationship between organizational climate dimensions (leadership style and academic freedom) and job satisfaction dimensions (satisfaction with administrative support and satisfaction with working condition). It was found that the dissatisfaction among academic staff not only affect the quality of their work but also on the organizational climate.

**Thomas and Oladipo (2018)** made a study on “Organizational Climate and Employees’ Effectiveness in Lagos State Education Districts”. In the study, it was found that there is a significant relationship between organizational climate and employee effectiveness in the education districts. It was concluded that employees’ perception of organizational climate has effect on their effectiveness at work. Based on this it was recommended amongst others that creating positive organizational climate especially at the education districts should be responsibility of the management and staff intimacy as well as task achievement should be instituted in the education districts.

**Valdez et al. (2019)** conducted a study on ‘School Climate and Job Satisfaction of MSU Junior High School Teachers’. In the study, results of the statistical analysis revealed that teacher profile such as age, marital status, educational attainment and teaching experience are having positive and significant relation to organizational climate and job satisfaction. It was found that organizational climate and job satisfaction are significantly correlated and have directly proportional relationships.

## **2.5 Conclusion**

The review of related literature shows that many studies has been conducted both in India and abroad in the field of organizational climate and job satisfaction of the teachers in

different stages of education. A thorough review of literature shows that the attitude and perception of the teacher is affected by different factors of the organizational climate he/she has to work in.

The attitude and personality of the person towards their job and the way he/she perceives it also affects job satisfaction level at large. Since, it is important for the teacher to know how he/she feels about his/her job. The review of related literature becomes relevant to study the organizational climate of the teachers and how the factors affect their personality or attitude and how the job factors affect the teachers job satisfaction in their job.

The following chapter is devoted to methodology of the study.



## CHAPTER - III

### METHODOLOGY

#### 3.0 Introduction

The present chapter deals with the research methodology of the study. Research methodology describes the various steps to be taken to solve the problems. For collection of data, the investigator has set up the design, describe the sampling method, the population and the sample, the tools used for collection of data, the reliability and validity of the tools used, the methods adopted and the procedure employed in tabulation and organization of data.

The major aim of the study is to examine the organizational climate of secondary school teachers, job satisfaction of secondary school teachers, relationship between organizational climate and job satisfaction of secondary school teachers, to study socio-emotional school climate of secondary schools' students of Lower Subansiri district of Arunachal Pradesh. In order to carry out the study, it was necessary to develop a suitable research methodology for achieving the objectives of the study.

The nature of the present study has been based on descriptive research method. Descriptive research studies are designed to get information about the current status. Descriptive studies focus on investigating 'what exists' with respect to variables or conditions in a present situation. **Best (1978)** states that Descriptive research describes and interprets what is. It is concerned with conditions or relationships that exist; practices that prevail; beliefs, point of view or attitudes that are held; process that are being felt; or trends that are developing.

Descriptive researches are more than just a collection of data; they involve measurement, classification, analysis, comparison and interpretation. Descriptive research also involves events that have already taken place and may be related to a present condition.

To fulfill the objectives of the study, the researcher has adopted descriptive survey method of educational research. The chapter is divided into following parts as given below: -

- i) Population of the study
- ii) Selection of the sample
- iii) Tools used for Data collection
- iv) Administration of the test

v) Analysis of the data

### 3.1 Population of the study

In the present study, the population constitutes all the secondary schools of Lower Subansiri district, Arunachal Pradesh. The population of the study is given in the table 3.1

**Table 3.1 Showing the population of the study**

District	No. of Secondary school	No. of secondary school students	No. of teachers
Lower Subansiri	21	3670	301

*Source: 2015 Directorate of School Education, Government of Arunachal Pradesh, Itanagar and Statistical abstract of Arunachal Pradesh, 2015*

### 3.2 Selection of the sample

The term sample refers to the selected individuals/units which represents the total population. As the total number of secondary schools in Lower Subansiri district is 21 only and it constitutes a small population, the researcher selected all the secondary schools purposively by adopting purposive sampling technique.

However, the researcher selected the sample teachers and students randomly from each school by adopting random sampling technique. A sample of 234 teachers and 1433 students were selected randomly from the 21 schools. The representation of sample selection has been depicted in table no. 3.2 .

**Table 3.2: Showing the Selected Sample of the present study**

Sl. No	District	Sample	
		Teacher	Student
1.	Lower Subansiri	234(77.7%)	1433(39%)

The details of the population and selected sample of schools, teachers and students have been given in table 3.3 and table 3.4.

**Table 3.3: Showing details of the selected Sample-Government Secondary Schools**

SI No.	Name of the School	Teachers	Students	Male	Female
1	Govt. Secondary School, Hari	12	13	8	5
2	Govt. Secodary School, Hong	13	20	9	11
3	Govt. Secondary School, Tajang	11	54	28	26
4	Govt. Hr. Secondary School, Hiija	9	101	41	60
5	Govt. Secondary School, Taloh	7	23	10	13
6	Govt. Secondary school, Hapoli	8	174	87	87
7	Govt. Hr. Secondary School, Hapoli	18	189	105	84
8	Gandhi Govt. Secondary School, Hapoli	11	49	13	36
	<b>Total</b>	<b>89</b>	<b>623</b>	<b>297</b>	<b>326</b>

**Table 3.4: Showing details of the selected Sample-Private Secondary Schools**

SI No.	Name of the School	Teachers	Students	Male	Female
1	Blue Pine School	7	110	54	56
2	PadiLailang Memorial School	15	119	51	68
3	Frontier School	18	52	34	18
4	Love Dale school	15	61	38	23
5	Don Bosco School	10	61	20	41
6	Himalayan Heritage School	4	9	7	2
7	Midland School	9	25	13	12
8	Nyime Ashram School	4	59	40	19
9	Ziro Valley School	13	73	41	32
10	Abotani Niketan School	14	43	17	26
11	Arunachal Public School	8	28	15	13
12	Vivekananda school	14	131	77	54
13	Woodland School	14	39	25	14
	<b>Total</b>	<b>145</b>	<b>810</b>	<b>432</b>	<b>378</b>

Thus, the final sample of the present study consisted of 234 secondary school teachers and 1433 secondary school students.

### **3.3 Tools used**

Three standardized tests have been used in the present study for the collection of data. Details of the tools in the present study for the collection of data are given as follows: -

- (i) Organizational Climate Scale developed by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar to study the school climate as perceived by secondary school teachers.
- (ii) Job Satisfaction Scale for Primary and Secondary School Teachers developed by Meera Dixit to study the job satisfaction level of secondary school teachers.
- (iii) Socio-Emotional School Climate Inventory developed by Renuka Kumari Sinha and Rajni Bhargava to study the school climate as perceived by secondary school students

#### **3.3.1 Selection of Organizational Climate Scale for Secondary School Teachers**

To measure the organizational climate as perceived by secondary school teachers in Lower Subansiri District of Arunachal Pradesh, the researcher has used Organizational Climate Scale (OCS) developed by **Sanjyot Pethe, Sushama Chaudhari & Upinder Dhar, 2001**. The Organizational Climate scale consists 22 statements based on factor analysis and four factors were identified as-

- (i) rewards and interpersonal relations
- (ii) organizational processes,
- (iii) clarity of roles and sharing of information,
- (iv) altruistic behavior.

Factor 1 is measured by items 2,3,4,5,10,11,12,14, and 15. Factor 2 is measured by items 13,16,17,18,19,20,21 and 22. Factor 3 is measured by items 6,7,8 and 9. Factor 4 is measured by item 1.

Each item or statement has two opposite adjectives on a 7 points semantic differential scale. The respective scores can be summed up to obtain final score.

The reliability of the scale was determined by calculating reliability coefficient on a sample of 205 subjects comprised of executives and supervisors. The split half reliability coefficient was 0.87. In order to find out the validity from the coefficient of reliability (**Garett,1981**), the reliability index was calculated, which indicated high validity on account of being 0.93 which is shown in **Appendix-I**.

### **3.3.2 Selection of School Climate Inventory for Secondary School Students**

To measure the school climate as perceived by secondary school students in Lower Subansiri district of Arunachal Pradesh, the researcher has used Socio Emotional School Climate Inventory (**SESCI**) developed by **Renuka Kumari Sinha and Rajni Bhargava, 1994**.

The inventory was designed to evaluate the social as well as emotional climate of school organization as perceived by the pupils themselves; separately as well as globally. Each statement in the scale had two response categories 'Yes' or 'No'. The correct answers of the items have been provided a score of '1' or otherwise '0'. Thus, the maximum possible obtainable score of inventory is 70 and minimum is zero (0).

The coefficient of stability, internal consistency, and the evidence of face and content validity clearly indicate that the Social-Emotional School Climate Inventory, thus, developed ensure high order of validity and reliability; and can be considered as a dependable tool for measuring student's perception of the Social-Emotional School Climate of educational institutions. The SESEC Inventory consist of 70 statements representing 7 aspects of social and emotional dimensions as shown in **Appendix-II**.

### **3.2.3 Job Satisfaction Scale for Primary and Secondary Teachers (DJSS)**

To measure the job satisfaction level of secondary school teachers in Lower Subansiri district of Arunachal Pradesh, the researcher has used Job Satisfaction Scale (**DJSS**) developed by **Meera Dixit, 1993**. The Job Satisfaction Scale consists of 52 statements to measure job satisfaction of primary and secondary teachers which could cover all the major factors of job satisfaction of teachers in Indian Schools.

These factors are: -

- a) Intrinsic aspect,
- (b) Salary, promotion and service conditions,

- (c) Physical facilities,
- (d) Institutional plans and policies,
- (e) Satisfaction with authorities,
- (f) Social status and family welfare,
- (g) Rapport with students,
- (h) Relationship with co-workers.

### **Scoring**

A Likert type five points scale was developed to measure job satisfaction with different aspects of the job. Each statement in the scale had 5 choices, namely, Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD). The weightage for each response of the statement was 5, 4, 3, 2 and 1 points to SA, A, UD, DA and SD respectively.

Reliability of the test was determined by split-half method. The test was first divided into two equivalent halves, and the correlation calculated for these half tests. From the reliability of the half test, the self-correlation of the whole test was calculated by using Spearman Brown Prophecy formula. The DJSS Scale consists of 52 statements representing 8 factors of job satisfaction as shown in **Appendix-III**.

### **3.4 Administration of the Tools and data collection**

After selecting the organizational climate scale, job satisfaction scale and socio-emotional school climate inventory, the researcher visited the selected secondary schools of Lower Subansiri District for data collection. At first, the researcher started with formal permission from the Principals of the schools under study and told them about the purpose of visit to the schools. After obtaining the permission, the researcher gave clear instructions to the teachers and clarified their doubts and the tools were handed to them. On completion, the tools were collected back from the teachers.

For collecting data from the students, the researcher made a good rapport with them. The researcher gave detailed instructions that there is no time limit and there is no right or wrong answers and sincere cooperation is required. The researcher also instructed that all statements

have to be responded and no statement should be left unanswered. The students were assured that the responses will be kept confidential. In this manner, the researcher administered the tools and collected the required data from a sample of 234 teachers and 1433 students of Lower Subansiri District of Arunachal Pradesh.

### **3.5 Analysis of Data**

The data collected through the selected tools were scored, tabulated and analysed by employing suitable statistical techniques like Mean, Standard Deviation, t-test and Pearson's correlation were used for analysis and interpretation of data. Details of analysis and interpretation of data are presented in the following chapter IV.

## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF THE DATA

#### 4.0 Introduction

“Analysis of the data is as important as any other component of the research process. Regardless of how well the study is conducted, inappropriate analysis can lead to inappropriate conclusions” (Gay,1996).

This chapter presents the organization and analysis of data with the help of suitable tools in order to analyse and interpret the results. The present study aims to study the organizational climate as perceived by secondary school teachers, job satisfaction of secondary school teachers, school climate as perceived by secondary school students and finally to compare and study the relationship of organizational climate and job satisfaction level of secondary school teachers with respect to gender, locality and type of management in Lower Subansiri district of Arunachal Pradesh.

In the analysis of data, the researcher used descriptive statistics like mean, standard deviation, t-test and correlation keeping in view the nature of the objectives and hypotheses. Along with this, the researcher also used histogram for the graphical representation of the same data. This chapter is presented under five sections, namely; section-A,B,C, D and E.

#### Section A: Organizational Climate

**Objective 1:** To study the organizational climate as perceived by the secondary school teachers in Lower Subansiri district of Arunachal Pradesh

For the purpose of achieving the objective 1, the researcher administered Organizational Climate Scale (OCS) to 234 secondary school teachers. The Organizational Climate scale consists of 22 statements covering four factors - (i) rewards and interpersonal relations (ii) organizational processes, (iii) clarity of roles and sharing of information, (iv) altruistic behavior. The responses of 234 secondary school teachers were scored and mean and standard deviation were calculated with respect to gender, locality and type of management. Analysis was done and details are given in the following Table -4.1.



#### 4.1 Organizational Climate as perceived by secondary school teachers

**Table-4.1: Showing overall and factor wise scores of Organizational Climates of Secondary School Teachers**

Sl. No.	Factors	N	Mean	SD	Interpretation
1.	<b>Results, Rewards and Interpersonal Relations</b>	234	37.79	7.82	<b>Favourable Climate</b>
2.	<b>Organizational Processes</b>	234	31.96	7.45	
3.	<b>Clarity of Roles and Sharing Information</b>	234	16.46	3.92	
4.	<b>Altruistic Behavior</b>	234	4.62	1.78	
5.	<b>Overall</b>	234	90.26	16.46	

**Interpretation:** The table-4.1 shows the overall scores of organizational climate along with the four factors which are (1) Results, rewards and interpersonal relations, (2) Organizational processes, (3) Clarity of roles and sharing of information, and (4) Altruistic behavior. The overall mean score 90.26 shows favourable (normal range climate of secondary school teachers. Similarly, favourable (normal range) climate is indicated in all four factors of organizational climate of secondary school teachers as given in the interpretation of scores in Organizational Climate Scale (OCS).

#### 4.1.2 Organizational Climate with respect to gender, locality and type of management

In the present study, mean and standard deviation for each group were calculated and shown in the following table-4.2.

**Table-4.2: Overall Scores of Organizational Climate with respect to gender, locality and type of management**

Variable	Group	N	Mean	SD
<b>Organizational Climate</b>	<b>Male</b>	130	89.57	17.7
	<b>Female</b>	104	91.13	14.8
	<b>Rural</b>	143	91.09	15.3
	<b>Urban</b>	91	88.97	18.13
	<b>Govt.</b>	89	89.77	13.16
	<b>Private</b>	145	90.56	18.22
<b>Overall</b>		234	90.26	16.46

The Overall scores of Organizational Climate with respect to gender, locality and type of management are also presented graphically in Figure 1.

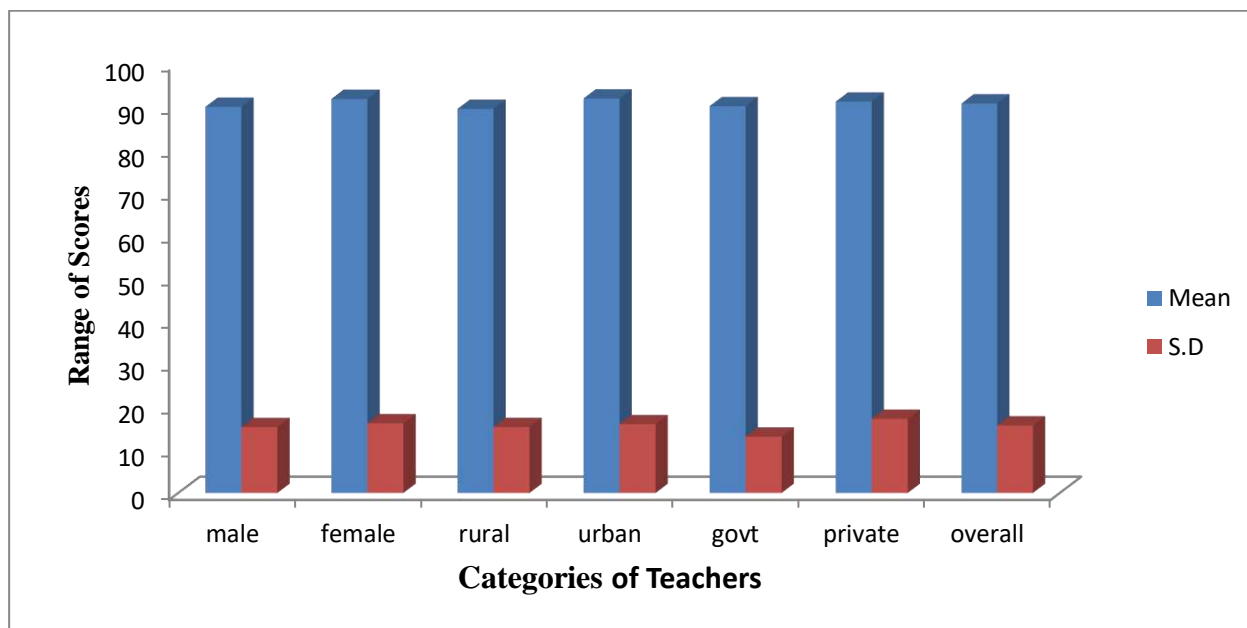


Figure 1

From the above table-4.2 and figure1, showed that the mean scores of male teachers (M=89.57) and female teachers (M=91.13) for organizational climate. It can be understood that female teachers have showed slightly high favourable organizational climate than the male teachers.

The mean scores of rural school teachers (M=91.09) and urban school teachers (M=88.97) for organizational climate. It can be understood that rural school teachers have showed slightly high favourable organizational climate than the urban school teachers.

The mean scores of government school teachers(M=89.77) and private school teachers(M=90.56) for organizational climate. It can be understood that private school teachers have showed slightly high favourable organizational climate than the government school teachers.

#### 4.1.3 Comparison of Organizational Climate of secondary school teachers with respect to Gender, Locality and Type of Management

**Hypothesis 1:** There is no significant difference in the mean scores of organizational climate as perceived by secondary school teachers with respect to gender, locality and type of management

**Table-4.3: Showing differences(t-value) in Organizational Climate with respect to gender, locality and type of management**

Variable	Group	N	Mean	SD	SE <sub>D</sub>	t-Value	Remarks
Organizational Climate	Male	130	89.57	17.69	2.13	0.73	Not Significant
	Female	104	91.13	14.8			
	Rural	143	91.1	15.3	2.29	0.93	Not Significant
	Urban	91	88.97	18.13			
	Govt.	89	89.77	13.16	2.05	0.38	Not Significant
	Private	145	90.56	18.22			
Overall		234	90.26	16.46			

**Interpretation:** From the above table-4.3, it is evident that there is no significant difference in the mean score of organizational climate as perceived by male and female secondary school teachers. The calculated t-value between their mean differences is 0.73, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of organizational climate as perceived by male and female secondary school teachers” gets accepted.

There is no significant difference in the mean score of organizational climate as perceived by rural and urban secondary school teachers. The calculated t-value 0.93 is lower than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of organizational climate as perceived by rural and urban secondary school teachers” gets accepted.

There is no significant difference in the mean score of organizational climate as perceived by government and private secondary school teachers. The calculated t-value 0.38 is lower than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of organizational climate as perceived by government and private secondary school teachers” gets accepted.

**Findings:** In the present study found that there is no significant difference in the mean scores of organisational climate as perceived by the secondary school teachers with respect to gender, locality and type of management.

#### **4.1.4 Factor-wise comparison of Organizational Climate with respect to Gender, Locality and Type of Management**

Analysis of organizational climate as perceived by secondary school teachers has been made factor-wise separately. The factors of organizational climate are given below:

1. Results, rewards and interpersonal relations
2. Organizational processes
3. Clarity of roles and sharing information
4. Altruistic behavior

The analysis of factor-wise of organizational climate with respect to gender, locality and type of management are shown in the following tables-4.4,4.5,4.6 and 4.7.

### 1. Organizational Climate: Results, Rewards and Interpersonal Relations

**Sub-Hypothesis 1(a):** There is no significant difference in the mean score of results, rewards and interpersonal relations as perceived by secondary school teachers with respect to gender, locality and type of management.

**Table-4.4: Showing differences(t-value)in Results, Rewards and Interpersonal Relations**

Factor of Organizational Climate	Group	N	Mean	SD	SE <sub>D</sub>	t-value	Remarks
Factor-I Results, reward and interpersonal relations	Male	130	37.81	8.15	1.02	0.03	Not Significant
	Female	104	37.78	7.44			
	Rural	143	38.63	7.59	1.05	2.05	Significant
	Urban	91	36.48	8.04			
	Govt.	89	38.37	6.74	1	0.92	Not Significant
	Private	145	37.45	8.43			
	Overall	234	37.79	7.82			

**Interpretation:** From the above table-4.4, it is evident that there is no significant difference in the mean scores of results, rewards and interpersonal relations as perceived by male and female secondary school teachers. The calculated t-value between their mean differences is 0.03, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean scores of results, rewards and interpersonal relations as perceived by male and female secondary school teachers” gets accepted.

There is significant difference in the mean score of results, rewards and interpersonal relations as perceived by rural school teachers and urban school teachers. The calculated t-value 2.05 is higher than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of results, rewards and interpersonal relations as perceived by rural school teachers and urban school teachers” gets rejected.

There is no significant difference in the mean score of results, rewards and interpersonal relations as perceived by government school teachers and private school teachers. The calculated t-value 0.92 is lower than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of results, rewards and interpersonal relations as perceived by government school teachers and private school teachers” gets accepted.

**Findings:** The present study there is no significant difference in the mean score of results, rewards and interpersonal relations as perceived by secondary school teachers with respect to gender and type of management. However, a significant difference was found with respect to locality. Rural school teachers (38.63) had more favourable climate than urban school teachers (36.48) towards results, rewards and interpersonal relations.

## 2. Organizational Climate: Organizational Processes

**Sub-Hypothesis 1(b):** There is no significant difference in the mean score of organizational processes as perceived by secondary school teachers with respect to gender, locality and type of management

**Table-4.5: Showing differences(t-value) in Organizational Processes**

Factor of Organizational Climate	Group	N	Mean	SD	SE <sub>D</sub>	t-value	Remarks
Factor-II Organizational Processes	Male	130	31.77	7.55	0.98	0.43	Not Significant
	Female	104	32.19	7.35			
	Rural	143	31.34	7.45	0.99	1.59	Not Significant
	Urban	91	32.92	7.39			
	Govt.	89	30.75	7.05	0.98	1.98	Significant
	Private	145	32.69	7.62			
	Overall	234	31.96	7.45			

**Interpretation:** From the above table-4.5, it is evident that there is no significant difference in the mean score of organizational processes as perceived by male and female secondary school teachers. The calculated t-value between their mean differences is 0.43, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of organizational processes as perceived by male and female secondary school teachers” gets accepted.

There is no significant difference in the mean score of organizational processes as perceived by rural school teachers and urban school teachers. The calculated t-value 1.59 is lower than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of organizational processes as perceived by rural school teachers and urban school teachers” gets accepted.

There is significant difference in the mean score of organizational processes as perceived by government school teachers and private school teachers. The calculated t-value 1.98 is higher than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is significant difference in the mean score of organizational processes as perceived by government school teachers and private school teachers” gets rejected.

**Findings:** The present study found that there is no significant difference in the mean score of organizational processes as perceived by secondary school teachers with respect to gender and locality. However, significant difference was found with respect to type of management of schools. Private school teachers (32.69) had more favourable climate than the government school teachers(30.75) towards organizational processes.

### **3. Organizational Climate: Clarity of Roles and Sharing Information**

**Sub-Hypothesis 1(c):** There is no significant differences in the mean score of clarity of roles and sharing information as perceived by secondary school teachers with respect to gender, locality and type of management

**Table-4.6: Showing differences(t-value) in Clarity of Roles and Sharing Information**

Factor of Organizational Climate	Group	N	Mean	SD	SE <sub>D</sub>	t-value	Remarks
Factor-III  Clarity of roles and sharing information	Male	130	16.36	4.06	0.51	0.45	Not Significant
	Female	104	16.59	3.75			
	Rural	143	16.59	3.74	0.54	0.61	Not Significant
	Urban	91	16.26	4.2			
	Govt.	89	16.04	3.87	0.53	1.28	Not Significant
	Private	145	16.72	3.93			
	Overall	234	16.46	3.91			

**Interpretation:** From the above table-4.6, it is evident there is no significant difference in the mean score of clarity of roles and sharing information as perceived by male and female secondary school teachers. The calculated t-value between their mean differences is 0.45, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of clarity of roles and sharing information as perceived by male and female secondary school teachers” gets accepted.

There is no significant difference in the mean score of clarity of roles and sharing information as perceived by rural school teachers and urban school teachers. The calculated t-value 0.61 is lower than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of clarity of roles and sharing information as perceived by rural school teachers and urban school teachers” gets accepted.

There is no significant difference in the mean score of clarity of roles and sharing information as perceived by government school teachers and private school teachers. The calculated t-value 1.28 is lower than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of clarity of roles and sharing information as perceived by government school teachers and private school teachers” gets accepted.

**Findings:** The present study found that there is no significant difference in the mean score of clarity of roles and sharing information as perceived by secondary school teachers with respect to gender, locality and type of management.

#### 4. Organizational Climate: Altruistic Behaviour

**Sub-Hypothesis 1(d):** There is no significant difference in the mean score of altruistic behaviour as perceived by secondary school teachers with respect to gender, locality and type of management

**Table-4.7: Showing differences(t-value) in Altruistic Behaviour**

Factor of Organizational Climate	Group	N	Mean	SD	SE <sub>D</sub>	t-value	Remarks
Factor-IV Altruistic behavior	Male	130	4.47	1.82	0.23	1.39	Not Significant
	Female	104	4.79	1.73			
	Rural	143	4.59	1.78	0.24	0.25	Not Significant
	Urban	91	4.65	1.79			
	Govt.	89	4.73	1.86	0.24	0.75	Not Significant
	Private	145	4.55	1.73			
	Overall	234	4.62	1.78			

**Interpretation:** From the above table-4.7, it is evident that there is no significant difference in the mean score of altruistic behavior perceived by male and female secondary school teachers. The calculated t-value between their mean differences is 1.39, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of altruistic behavior as perceived by male and female secondary school teachers” gets accepted.

There is no significant difference in the mean score of altruistic behavior as perceived by rural school teachers and urban school teachers. The calculated t-value 0.25 is lower than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of altruistic behavior as perceived by rural school teachers and urban school teachers” gets accepted.

There is no significant difference in the mean score of altruistic behavior as perceived by government school teachers and private school teachers. The calculated t-value 0.75 is lower than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis



“There is no significant difference in the mean score of altruistic behavior as perceived by government school teachers and private secondary school teachers” gets accepted.

**Findings:** The present study found that there is no significant difference in the mean score of altruistic behavior as perceived by secondary school teachers with respect to gender, locality and type of management.

## **SECTION-B: School Climate**

**Objective-2:** To study the School Climate as perceived by Secondary School Students in Lower Subansiri district of Arunachal Pradesh

For the purpose of achieving the objective 2, the researcher administered Social Emotional School Climate Inventory (SESCI) to 1433 secondary school students. The SESCI consists of 70 statements covering social and emotional dimensions. The responses of 1433 secondary school students were scored, Mean and Standard Deviation were calculated and analysis was done with respect to gender, locality and type of management.

### **4.2. School Climate as perceived by secondary school students**

**Table-4.8: Overall Scores of School Climate (Social and Emotional Climate) of Secondary School Students**

Sl. No	School Climate	N=1433		
		Mean	SD	Interpretation
1	<b>Part – 1: Social Climate</b>	16.41	5.38	<b>Unfavourable Climate</b>
2	<b>Part-2: Emotional Climate</b>	21.09	4.9	
3	<b>Overall</b>	37.69	11.2	

**Interpretation:** The table-4.8 shows the overall scores of school climate along with the two dimension which are (i) social climate (ii) emotional climate. The overall score 37.69 shows unfavourable climate of secondary school students of Lower Subansiri district of Arunachal Pradesh. Similarly, unfavourable climate is indicated in the two dimensions of school climate when taken separately for social climate and emotional climate.

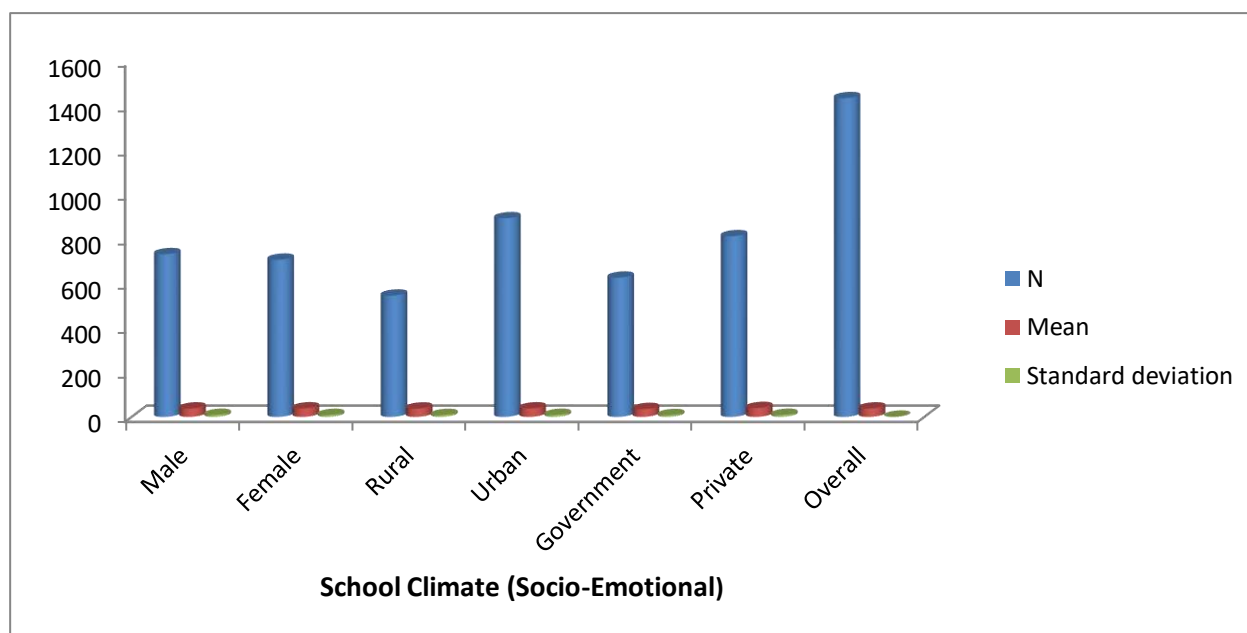
#### 4.2.1 School Climate with respect to gender, locality and type of management

In the present study, Mean and Standard Deviation for each group were calculated and shown in the following table-4.9.

**Table-4.9: Overall Scores of School Climate as perceived by Secondary School Students**

Variable	Group	N	Mean	SD
School Climate(Socio-Emotional)	Male	729	37.30	8.66
	Female	704	38.1	13.33
	Rural	753	35.82	8.62
	Urban	680	39.36	8.06
	Govt.	623	35.4	13.48
	Private	810	39.46	8.69
	<b>Overall</b>	1433	37.69	11.2

The Overall Scores of School Climate of Secondary School Students with respect to gender, locality and type of management are also presented graphically in Figure-2



**Figure. 2**

The above table-4.9 and figure.2, indicated that the mean score of male students (M=37.30) and female students (M=38.1) for school climate. It can be understood that female students showed favourable school climate than the male students.

The mean score of rural students (M=35.82) and urban students (M=39.36) for school climate. It can be understood that urban students showed more favourable school climate than the rural students.

The mean score of government school students (M=35.4) and private school students (M=39.46) for school Climate. It can be understood that private school students showed more favourable school climate than the government school students.

#### 4.2.2 Comparison of School Climate with respect to Gender, Locality and Type of Management

**Hypothesis 2:** There is no significant difference in the mean score of school climate as perceived by secondary school students with respect to gender, locality and type of management of schools.

**Table-4.10: Showing differences(t-value) of School Climate with respect to Gender, Locality and Type of management**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
School Climate	Male	729	37.3	8.66	0.59	1.35	Not Significant
	Female	704	38.1	13.33			
	Rural	753	35.82	8.62	1.34	2.64	Significant
	Urban	680	39.36	8.1			
	Govt.	623	35.4	13.47	0.62	6.45	Significant
	Private	810	39.46	8.69			

**Interpretation:** From the above table-4.10, it is evident that there is no significant difference in the mean score of school climate as perceived by male and female secondary school students. The calculated t-value between their mean differences is 1.35, which is lower than the criterion t-

value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of school climate as perceived by male and female secondary school students” gets accepted.

There is significant difference in the mean score of school climate as perceived by rural school students and urban school students. The calculated t-value 2.64 is higher than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of school climate as perceived by rural school students and urban school students” gets rejected.

There is significant difference in the mean score of school climate as perceived by government school students and private school students. The calculated t-value 6.45 is higher than the table value 1.97 at 0.05 level of significance with 232df. Thus, the null hypothesis “There is no significant difference in the mean score of school climate as perceived by government school students and private school students” gets rejected.

**Findings:** The present study found no significant difference in the mean score of school climate as perceived by male and female school students. However, it was found that there is significant difference in the mean score of school climate with respect to locality and type of management. The mean score of private school students (39.46) were found to be higher which means they have more favourable climate than government school students (35.4). Similarly, significant difference is indicated with regard to locality. It was found that urban school students(39.36) had more favourable climate than rural school students.

#### **4.2.3 Dimension-wise comparison of School Climate with respect to Gender, Locality and Type of Management**

Analysis of school climate as perceived by secondary school students has been made dimension-wise separately. The dimension of school climate is given below:

1. Social climate
2. Emotional climate

The analysis of dimension-wise of school climate with respect to gender, locality and type of management are shown in the following tables-4.11 and 4.12.

## 1. School Climate: Social Climate

**Sub-Hypothesis 2(a):** There is no significant difference in the mean score of social climate as perceived by secondary school students with respect to gender, locality and type of management

**Table -4.11: Showing differences(t-value)in Social Climate**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
Social Climate	Male	729	16.33	5.45	0.28	0.57	Not Significant
	Female	704	16.49	5.31			
	Rural	753	15.15	5.53	0.27	9.85	Significant
	Urban	680	17.81	4.85			
	Govt.	623	15.47	5.47	0.28	5.93	Significant
	Private	810	17.13	5.19			

**Interpretation:** From the above table-4.11, it is evident that there is no significant difference in the mean score of social climate as perceived by male and female secondary school students. The calculated t-value between their mean differences is 0.57, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of social climate as perceived by male and female secondary school students” gets accepted.

There is significant difference in the mean score of social climate as perceived by rural school students and urban school students. The calculated t-value 9.85 is higher than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is significant difference in the mean score of social climate as perceived by rural school students and urban school students” gets rejected. s

There is significant difference in the mean score of social climate as perceived by government school students and private school students. The calculated t-value 5.93 is higher than the table value 1.97 at 0.05 level of significance with 232df. Thus, the null hypothesis “There is significant difference in the mean score of social climate as perceived by government school students and private school students” gets rejected.

**Findings:** The present study found a significant differences in the mean scores of social climates as perceived by secondary school students with respect to locality and type of management. It was found that the urban school students (17.81) had more favourable social climate than the rural school students (15.15).

## 2. School Climate: Emotional Climate

**Sub-Hypothesis 2(b):** There is no significant difference in the mean score of emotional climate as perceived by secondary school students with respect to gender, locality and type of management

**Table -4.12: Showing differences(t-value)in Emotional Climate**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
Emotional Climate	Male	729	20.97	4.8	0.25	0.96	Not Significant
	Female	704	21.21	4.9			
	Rural	753	20.66	4.67	0.26	3.46	Significant
	Urban	680	21.56	5.11			
	Govt.	623	19.46	4.48	0.25	11.48	Significant
	Private	810	22.33	4.85			

**Interpretation:** From the above table-4.12, it is evident that there is no significant difference in the mean score of emotional climate as perceived by male and female secondary school students. The calculated t-value between their mean differences is 0.96, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of emotional climate as perceived by male and female secondary school students” gets accepted.

There is significant difference in the mean score of emotional climate as perceived by rural school students and urban school students. The calculated t-value 3.46 is higher than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is significant difference in the mean scores of emotional climate as perceived by rural school students and urban school students” gets rejected.

There is significant difference in the mean score of emotional climate as perceived by government school students and private school students. The calculated t-value 11.48 is higher

than the t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is significant difference in the mean score of emotional climate as perceived by government school students and private school students ” gets rejected.

**Findings:** The present study found that there is no significant difference in the mean score of emotional climate as perceived by secondary school climate with respect to gender. However, significant difference was found in the mean score of emotional climate as perceived by secondary school students with respect to locality and type of management. Private school students (22.33) had more favourable emotional climate than government school students (19.46).

### **SECTION-C: Job Satisfaction**

**Objective-3:** To study the job satisfaction as perceived by secondary school teachers in Lower Subansiri district of Arunachal Pradesh.

For the purpose of achieving the objective 3, the researcher administered Job Satisfaction Scale (JSS) to 234 secondary school teachers. The Job Satisfaction Scale (JSS) consists of 52 statements covering eight job factors- (i) intrinsic aspect of the job, (ii) salary, promotional and service conditions, (iii) physical facilities, (iv) institutional plans and policies, (v) satisfaction with authorities, (vi) satisfaction with social status and family welfare, (vii) rapport with students, (viii) relationship with co-workers. The responses of 234 secondary school teachers were scored and mean and standard deviation were calculated and analysis were done with respect to gender, locality and type of management which is given in the following Table 4.13.

#### **4.3 Job Satisfaction of Secondary School Teachers**

**Table -4.13: Overall Scores of Job Satisfaction of Secondary School Teachers**

<b>Factors of Job Satisfaction</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
<b>Intrinsic Aspect of the Job</b>	234	14.0	3.59
<b>Salary, Promotional and service conditions</b>	234	19.03	4.82
<b>Physical facilities</b>	234	20.62	5.86
<b>Institutional plans and policies</b>	234	11.63	3.10
<b>Satisfaction with authorities</b>	234	10.96	3.28
<b>Satisfaction with social status and family welfare</b>	234	10.58	3.09
<b>Rapport with students,</b>	234	12.02	3.21
<b>Relationship with co-workers</b>	234	9.10	3.02
<b>Total</b>	234	107.21	21.38

**Interpretation:** The table-4.13 shows the overall scores of job satisfaction along with the eight job factors. The overall mean scores is 107.21. This shows very low degree of job satisfaction of secondary school teachers in Lower Subansiri district of Arunachal Pradesh.

#### **4.3.1 Job Satisfaction of Secondary School Teachers**

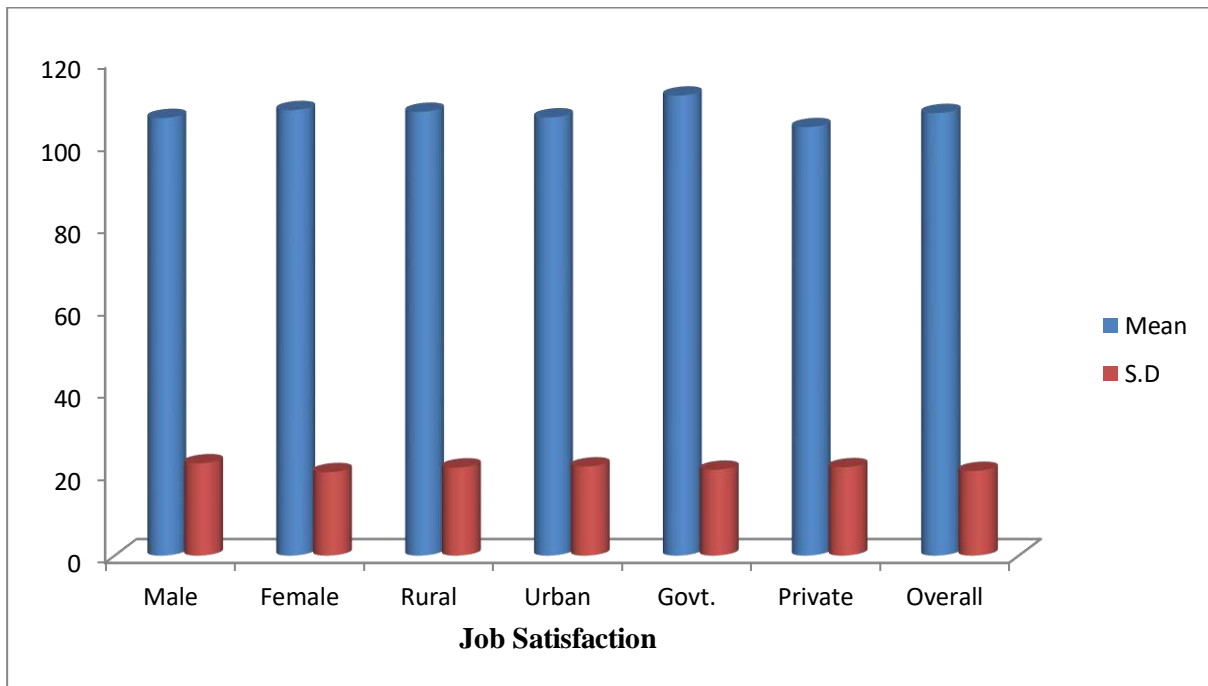
In the present study, mean and standard deviation for each group were calculated and shown in the following Table 4.14.

**Table-4.14: Overall scores of Job Satisfaction with respect to gender, locality and type of management**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
<b>Job Satisfaction</b>	<b>Male</b>	130	106.02	22.1
	<b>Female</b>	104	108.55	20.67
	<b>Rural</b>	143	109.59	21.73
	<b>Urban</b>	91	103.47	20.4
	<b>Govt.</b>	89	112.75	20.29
	<b>Private</b>	145	103.81	21.39
<b>Overall</b>		234	106.93	21.49



The Overall scores of Job Satisfaction with respect to gender, locality and type of management are also presented graphically in Figure 3.



**Figure.3**

From the above table-4.14 and figure.3, showed that the mean score of male teachers (M=106.02) and female teachers (M=108.55) for job satisfaction. It can be understood that female teachers showed high job satisfaction than the male teachers.

The mean score of rural school teachers (M=109.59) and urban school teachers (M=103.47) for job satisfaction. It can be understood that rural school teachers showed high job satisfaction than the urban school teachers.

The mean score of government school teachers (M=112.75) and private school teachers (M=103.81) for job satisfaction. It can be understood that government school teachers showed high job satisfaction than the private school teachers.

#### **4.3.2 Comparison of Job Satisfaction of secondary school teachers with respect to Gender, Locality and Type of Management**

**Hypothesis 3:** There is no significant difference in the mean score of job satisfaction of secondary school teachers with respect to gender, locality and type of management of schools.

**Table -4.15: Showing differences(t-value) of Job Satisfaction with respect to Gender, Locality and Type of Management**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
<b>Job Satisfaction Level</b>	<b>Male</b>	130	106.02	22.1	2.8	0.9	<b>Not Significant</b>
	<b>Female</b>	104	108.55	20.67			
	<b>Rural</b>	143	109.59	21.73	2.8	2.18	<b>Significant</b>
	<b>Urban</b>	91	103.47	20.4			
	<b>Govt.</b>	89	112.75	20.29	2.79	3.2	<b>Significant</b>
	<b>Private</b>	145	103.81	21.39			

**Interpretation:** From the above table-4.15, it is evident that there is no significant difference in the mean score of job satisfaction of male and female school teachers. The calculated t-value between their mean differences is 0.9, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of job satisfaction of male and female school teachers” gets accepted.

There is significant difference in the mean score of job satisfaction of rural school teachers and urban school teachers. The calculated t-value 2.18 is higher than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is significant difference in the mean score of job satisfaction of rural school teachers and urban school teachers” gets rejected.

There is significant difference in the mean score of job satisfaction of government school teachers and private secondary school teachers. The calculated t-value 3.2 is higher than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is significant difference in the mean score of job satisfaction of government and private secondary school teachers” gets rejected.

**Findings:** The present study found that there is significant difference in the mean score of job satisfaction of the secondary school teachers with respect to locality and type of management. The mean score of government school teachers (112.75) is found to be higher than the private school teachers (103.81). However, it is found that there is no significant difference in the mean score of job satisfaction of secondary school teachers with respect to gender.

### 4.3.3 Comparison of Job Satisfaction (job factors) of Secondary School Teachers with respect to Gender, Locality and Type of Management

Analysis of job satisfaction level of secondary school teachers has been made factor-wise separately. The job factors of job satisfaction is given below:

1. Intrinsic aspect of the job
2. Salary, promotional and service conditions
3. Physical facilities
4. Institutional plans and policies
5. Satisfaction with authorities
6. Satisfaction with social status and family welfare
7. Rapport with students
8. Relationship with co-workers.

The analysis of job factors of job satisfaction of secondary school teachers with respect to gender, locality and type of management are shown in the following tables-4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22 and 4.23

#### 1. Job Satisfaction: Intrinsic aspect of the job

**Sub-Hypothesis 3(a):** There is no significant difference in the mean score of Intrinsic aspect of the job of secondary school teachers with respect to gender, locality and type of management

**Table-4.16: Showing differences(t-value) in Intrinsic aspect of the job**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
Intrinsic Aspect	Male	130	13.8	3.66	0.45	0.97	Not significant
	Female	104	14.24	3.52			
	Rural	143	14.64	3.47	0.47	3.47	Significant
	Urban	91	13.01	3.57			
	Govt.	89	15.3	3.55	0.47	4.46	Significant
	Private	145	13.2	3.39			

**Interpretation:** From the above table-4.16, it is evident that there is no significant difference in the mean score of intrinsic aspect of the job of male and female secondary school teachers. The calculated t-value between their mean differences is 0.97, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of intrinsic aspect of the job of male and female secondary school teachers” gets accepted.

There is significant difference in the mean score of intrinsic aspect of the job of rural school teachers and urban school teachers. The calculated t-value 3.47 is higher than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is significant difference in the mean score of intrinsic aspect of the job of rural school teachers and urban school teachers” gets rejected.

There is significant difference in the mean score of intrinsic aspect of the job of government school teachers and private school teachers. The calculated t-value 4.46 is higher than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is significant difference in the mean score of intrinsic aspect of the job of government school teachers and private school teachers” gets rejected.

**Findings:** The present study found that there is significant difference in the mean score of intrinsic aspect of the job of secondary school teachers with respect to locality and type of management. The mean score of government school teachers (15.3) is found to be higher than private school teachers (13.2). However, it is found that there is significant difference in the mean score of intrinsic aspect of the job of secondary school teachers with respect to gender.

## **2. Job Satisfaction: Salary, Promotional avenues and service conditions**

**Sub-Hypothesis 3(b):** There is no significant difference in the mean scores of salary, promotional avenues and service conditions of secondary school teachers with respect to gender, locality and type of management

**Table -4.17: Showing differences(t-value) in Salary, Promotional avenues and service conditions**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
<b>Salary, Promotional Avenues and Service Conditions</b>	<b>Male</b>	130	18.77	4.74	0.63	0.85	<b>Not Significant</b>
	<b>Female</b>	104	19.31	4.98			
	<b>Rural</b>	143	19.35	4.6	0.65	1.26	<b>Not Significant</b>
	<b>Urban</b>	91	18.53	5.1			
	<b>Govt.</b>	89	19.4	4.84	0.64	0.92	<b>Not Significant</b>
	<b>Private</b>	145	18.81	4.8			

**Interpretation:** From the above table-4.17, it is evident that there is no significant difference in the mean score of salary, promotional avenues and service conditions of male and female secondary school teachers. The calculated t-value between their mean differences is 0.85, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of salary, promotional avenues and service conditions of male and female secondary school teachers” gets accepted.

There is no significant difference in the mean score of salary, promotional avenues and service conditions of rural school teachers and urban school teachers. The calculated t-value 1.26 is lower than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of salary, promotional avenues and service conditions of rural school teachers and urban school teachers” gets accepted.

There is no significant difference in the mean score of salary, promotional avenues and service conditions as perceived by government school teachers and private school teachers. The calculated t-value 0.92 is lower than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of salary, promotional avenues and service conditions of government school teachers and private school teachers” gets accepted.

**Findings:** The present study found that there is no significant difference in the mean scores of salary, promotional avenues and service conditions of secondary school teachers with respect to gender, locality and type of management.

### 3.Job Satisfaction: Physical Facilities

**Sub-Hypothesis 3(c):**There is no significant difference in the mean score of physical facilities of secondary school teachers with respect to gender, locality and type of management

**Table- 4.18: Showing differences(t-value)in Physical Facilities**

Variable	Group	N	Mean	SD	SED	t-value	Remark
Physical Facilities	Male	130	20.23	5.93	0.76	1.07	Not Significant
	Female	104	21.05	5.78			
	Rural	143	21.73	5.57	0.77	3.68	Significant
	Urban	91	18.89	5.93			
	Govt.	89	23.23	5.67	0.75	5.61	Significant
	Private	145	19.02	5.41			

**Interpretation:** From the above table-4.18, it is evident that there is no significant difference in the mean score of physical facilities of male and female secondary school teachers. The calculated t-value between their mean differences is 1.07, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of physical facilities of male and female secondary school teachers” gets accepted.

There is significant difference in the mean score of physical facilities of rural school teachers and urban school teachers. The calculated t-value 3.68 is higher than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is significant difference in the mean score of physical facilities of rural school teachers and urban school teachers” gets rejected.

There is significant difference in the mean score of physical facilities of government school teachers and private school teachers. The calculated t-value 5.61 is higher than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is significant difference in the mean score of physical facilities of government school teachers and private school teachers” gets rejected.

**Findings:** The present study found that there is significant difference in the mean score of physical facilities of the secondary school teachers with respect to locality and type of

management. The mean score of government school teachers (23.23) is found to be higher than the private school teachers (19.02). However, it is found that there is no significant difference in the mean score of physical facilities of the secondary school teachers with respect to gender.

#### 4. Job Satisfaction: Institutional Plans and Policies

**Sub-Hypothesis 3(d):** There is no significant difference in the mean score of institutional plans and policies of secondary school teachers with respect to gender, locality and type of management

**Table-4.19: Showing differences(t-value) in Institutional Plans and Policies**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
Institutional Plans and Policies	Male	130	11.52	3.23	0.40	0.65	Not Significant
	Female	104	11.78	2.93			
	Rural	143	12.07	3.07	0.4	2.8	Significant
	Urban	91	10.95	3.04			
	Govt.	89	12.3	3.12	0.41	2.63	Significant
	Private	145	11.15	3.02			

**Interpretation:** From the above table-4.19, it is evident that there is no significant difference in the mean score of institutional plans and policies of male and female secondary school teachers. The calculated t-value between their mean differences is 0.65, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of institutional plans and policies of male and female secondary school teachers” gets accepted.

There is significant difference in the mean score of institutional plans and policies of rural school teachers and urban school teachers. The calculated t-value 2.8 is higher than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is significant difference in the mean score of institutional plans and policies of rural school teachers and urban school teachers” gets rejected.

There is significant difference in the mean score of institutional plans and policies of government school teachers and private school teachers. The calculated t-value 2.63 is higher than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis

“There is significant difference in the mean score of institutional plans and policies of government school teachers and private school teachers” gets rejected.

**Findings:** The present study found that there is significant difference in the mean score of institutional plans and policies of secondary school teachers with respect to locality and type of management. The mean score of government school teachers (12.3) is found to be slightly higher than the private school teachers (11.22). However, it is found that there is no significant difference in the mean score of institutional plans and policies of the secondary school teachers with respect to gender.

## 5. Job Satisfaction: Satisfaction with Authorities

**Sub-Hypothesis 3(e):** There is no significant difference in the mean score of satisfaction with authorities of secondary school teachers with respect to gender, locality and type of management

**Table-4.20: Showing differences(t-value)in Satisfaction with Authorities**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
Satisfaction with Authorities	Male	130	11.04	3.23	0.43	0.48	Not Significant
	Female	104	10.83	3.39			
	Rural	143	10.87	3.16	0.42	0.45	Not Significant
	Urban	91	11.06	3.44			
	Govt.	89	11.03	3.4	0.44	0.27	Not Significant
	Private	145	10.91	3.21			

**Interpretation:** From the above table-4.20, it is evident that there is no significant difference in the mean score of satisfaction with authorities of male and female secondary school teachers. The calculated t-value between their mean differences is 0.48, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of satisfaction with authorities of male and female secondary school teachers” gets accepted.

There is no significant difference in the mean score of satisfaction with authorities of rural school teachers and urban school teachers. The calculated t-value 0.45 is lower than the



criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of satisfaction with authorities of rural school teachers and urban school teachers” gets accepted.

There is no significant difference in the mean score of satisfaction with authorities of government school teachers and private school teachers. The calculated t-value 0.27 is lower than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of satisfaction with authorities of government school teachers and private school teachers” gets accepted.

**Findings:** The present study found that there is no significant difference in the mean score of satisfaction with authorities of secondary school teachers with respect to gender, locality and type of management.

## 6. Job Satisfaction: Satisfaction with Social Status and Family Welfare

**Sub-Hypothesis 3(f):** There is no significant difference in the mean score of satisfaction with social status and family welfare of secondary school teachers with respect to gender, locality and type of management

**Table-4.21: Showing differences(t-value) in Satisfaction with Social Status and Family Welfare**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
Satisfaction with Social Status and Family welfare	Male	130	10.56	3.22	0.38	0.05	Not Significant
	Female	104	10.58	2.94			
	Rural	143	10.51	2.93	0.42	0.42	Not Significant
	Urban	91	10.69	3.35			
	Govt.	89	10.76	2.85	0.4	0.75	Not Significant
	Private	145	10.46	3.23			

**Interpretation:** From the above table-4.21, it is evident that there is no significant difference in the mean score of satisfaction with social status and family welfare of male and female secondary school teachers. The calculated t-value between their mean differences is 0.05, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null

hypothesis “There is no significant difference in the mean score of satisfaction with social status and family welfare of male and female secondary school teachers” gets accepted.

There is no significant difference in the mean score of satisfaction with social status and family welfare of rural school teachers and urban school teachers. The calculated t-value 0.42 is lower than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of satisfaction with social status and family welfare of rural school teachers and urban school teachers” gets accepted.

There is no significant difference in the mean score of satisfaction with social status and family welfare of government school teachers and private school teachers. The calculated t-value 0.75 is lower than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of satisfaction with social status and family welfare of government school teachers and private school teachers” gets accepted.

**Findings:** The present study found that there is no significant difference in the mean score of satisfaction with social status and family welfare of secondary school teachers with respect to gender, locality and type of management.

## 7. Job Satisfaction: Rapport with Students

**Sub-Hypothesis 3(g):** There is no significant difference in the mean score of rapport with students of secondary school teachers with respect to gender, locality and type of management.

**Table-4.22: Showing differences(t-value) in Rapport with Students**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
Rapport with Students	Male	130	12.13	3.18	0.41	0.53	Not Significant
	Female	104	11.91	3.25			
	Rural	143	12.12	3.1	0.42	0.57	Not Significant
	Urban	91	11.88	3.39			
	Govt.	89	12.56	3.19	0.42	2.05	Significant
	Private	145	11.7	3.19			

**Interpretation:** From the above table-4.22, it is evident that there is no significant difference in the mean score of rapport with students of male and female secondary school teachers. The calculated t-value between their mean differences is 0.53, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of rapport with students of male and female secondary school teachers” gets accepted.

There is no significant difference in the mean score of rapport with students of rural school teachers and urban school teachers. The calculated t-value 0.57 is lower than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of rapport with students of rural school teachers and urban school teachers” gets accepted.

There is significant difference in the mean score of rapport with students as perceived by government school teachers and private school teachers. The calculated t-value 2.05 is higher than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of rapport with students of government school teachers and private school teachers” gets rejected.

**Findings:** The present study found that there is a significant difference in the mean score of rapport with students of secondary school teachers with respect to type of management. The mean score of government school teachers (12.56) are found to be higher than private school teachers (11.7). However, no significant difference is found in the mean scores of rapport with students of secondary school teachers with respect to gender and locality.

## **8. Job Satisfaction: Relationship with Co-workers**

**Sub-Hypothesis 3(h):** There is no significant difference in the mean score of relationship with co-workers of secondary school teachers with respect to gender, locality and type of management

**Table-4.23: Showing differences(t-value) in Relationship with Co-workers**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
Relationship with Co-workers	Male	130	9.36	3.37	0.36	0.69	Not Significant
	Female	104	8.75	2.49			
	Rural	143	8.98	2.98	0.4	0.77	Not Significant
	Urban	91	9.29	3.08			
	Govt.	89	8.41	2.93	0.38	2.92	Significant
	Private	145	9.52	3.0			

**Interpretation:** From the above table-4.23, it is evident that there is no significant difference in the mean score of relationship with co-workers of male and female secondary school teachers. The calculated t-value between their mean differences is 0.69, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of relationship with co-workers of male and female secondary school teachers” gets accepted.

There is no significant difference in the mean score of relationship with co-workers of rural school teachers and urban school teachers. The calculated t-value 0.77 is lower than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of relationship with co-workers of rural school teachers and urban school teachers” gets accepted.

There is significant difference in the mean score of relationship with co-workers of government school teachers and private school teachers. The calculated t-value 2.92 is higher than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of relationship with co-workers of government school teachers and private school teachers” gets rejected.

**Findings:** The present study found that there is significant difference in the mean score of relationship with co-workers of government school teachers and private school teachers. The mean score of private school teachers (9.52) is found to be higher than the government school

teachers (8.41). However, it is found that there is no significant difference in the mean score of relationship with co-workers of secondary school teachers with respect to gender and locality.

#### **SECTION-D: Organizational Climate and Job Satisfaction**

**Objective-4:** To determine the relationship of organizational climate and job satisfaction of secondary school teachers

**Hypothesis 4:** There exists no significant relationship between organizational climate and job satisfaction of secondary school teachers.

**Table-4.24: Co-efficient of Correlation between Organizational Climate (total score) and Job Satisfaction (total score) of Secondary School Teachers in Lower Subansiri district of Arunachal Pradesh**

<b>Sl. No.</b>	<b>Variables</b>	<b>Correlation (r)</b>	<b>Interpretation</b>
1.	<b>Organizational Climate and Job Satisfaction</b>	-0.021	Very Low Negative Correlation

**Findings:** The table-4.24 shows the co-efficient of correlation between organizational climate and job satisfaction (-0.021). This value indicated very low negative correlation which indicated that the relationship between the two variables is negligible.

#### **4.4 Relationship between Organizational Climate (factor-wise) and Job Satisfaction (job factors)**

Co-efficient of Correlation between organizational Climate (factor-wise) and job satisfaction (job factors) has been made separately which has been shown in the following table-4.25, 4.26, 4.27 and 4.28.

**Table-4.25: Co-efficient of Correlation between Organizational Climate (Factor A) and Job Satisfaction (job factors) of Secondary School Teachers in Lower Subansiri district of Arunachal Pradesh**

<b>Factor A of Organizational Climate</b>	<b>Factors of Job Satisfaction (job factors)</b>	<b>Correlation (r)</b>	<b>Interpretation</b>
<b>Results, rewards &amp; interpersonal relations</b>	<b>a) Intrinsic Aspect of the job</b>	0.079	Very low Positive Correlation
	<b>b) Salary, promotional avenues and service condition</b>	0.053	Very Low Positive Correlation
	<b>c) Physical Facilities</b>	0.049	Very Low Positive Correlation
	<b>d) Institutional Plans and policies</b>	0.036	Very Low Positive Correlation
	<b>e) Satisfaction with authorities</b>	0.007	Very Low Positive Correlation
	<b>f) Satisfaction with social status and family welfare</b>	0.073	Very Low Positive Correlation
	<b>g) Rapport with student</b>	-0.050	Very Low Negative Correlation
	<b>h) Rapport with Co-workers</b>	0.009	Very Low Positive Correlation

**Findings:** The table-4.25 shows that the co-efficient correlation between results, rewards & interpersonal relations and intrinsic aspect of the job showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between results, rewards & interpersonal relations and salary, promotional avenues and service condition showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between results, rewards & interpersonal relations and physical facilities showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between results, rewards & interpersonal relations and institutional plans and policies of job satisfaction showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between results, rewards & interpersonal relations and Satisfaction with authorities showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between results, rewards & interpersonal relations and satisfaction with social status and family welfare showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between results, rewards & interpersonal relations and rapport with students showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between results, rewards & interpersonal relations and rapport with co-workers showed very low positive correlation which indicates that the relationship between the two variables is negligible.

**Table-4.26: Co-efficient of Correlation between Organizational Climate (Factor B) and Job Satisfaction (job factors) of Secondary School Teachers in Lower Subansiri district of Arunachal Pradesh**

<b>Factor B of Organizational Climate</b>	<b>Factors of Job Satisfaction(job factors)</b>	<b>Correlation (r)</b>	<b>Interpretation</b>
<b>Organizational Processes</b>	<b>a)Intrinsic Aspect of the job</b>	-0.125	Very Low Negative Correlation
	<b>b) Salary, promotional avenues and service condition</b>	-0.005	Very Low Negative Correlation
	<b>c)Physical Facilities</b>	-0.095	Very Low Negative Correlation
	<b>d)Institutional Plans and policies</b>	-0.107	Very Low Negative Correlation
	<b>e)Satisfaction with authorities</b>	-0.041	Very Low Negative Correlation
	<b>f)Satisfaction with social status and family welfare</b>	-0.121	Very Low Negative Correlation
	<b>g)Rapport with student</b>	-0.102	Very Low Negative Correlation
	<b>h)Rapport with Co-workers</b>	-0.049	Very Low Negative Correlation



**Findings:** The table-4.26 shows that the co-efficient correlation between organizational processes and intrinsic aspect of the job showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between organizational processes and salary, promotional avenues and service condition showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between organizational processes and physical facilities of showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between organizational processes and institutional plans and policies showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between organizational processes and Satisfaction with authorities showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between organizational processes and satisfaction with social status and family welfare showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between organizational processes and rapport with students showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between organizational processes and rapport with co-workers showed very low negative correlation which indicates that the relationship between the two variables is negligible.

**Table-4.27: Co-efficient of Correlation between Organizational Climate (Factor C) and Job Satisfaction (job factors) of Secondary School Teachers in Lower Subansiri district of Arunachal Pradesh**

<b>Factor C of Organizational Climate</b>	<b>Factors of Job Satisfaction ( job factors)</b>	<b>Correlation (r)</b>	<b>Interpretation</b>
<b>Clarity of roles sharing of information</b>	<b>a) Intrinsic Aspect of the job</b>	-0.005	Very Low Negative Correlation
	<b>b)Salary, promotional avenues and service condition</b>	0.029	Very Low Positive Correlation
	<b>c)Physical Facilities</b>	-0.138	Very Low Negative Correlation
	<b>d)Institutional Plans and policies</b>	-0.048	Very Low Negative Correlation
	<b>e)Satisfaction with authorities</b>	0.040	Very Low Negative Correlation
	<b>f)Satisfaction with social status and family welfare</b>	-0.015	Very Low Negative Correlation
	<b>g)Rapport with student</b>	-0.022	Very Low Negative Correlation
	<b>h)Rapport with Co-workers</b>	0.005	Very Low Positive Correlation

**Findings:** The table-4.27 shows that the co-efficient correlation between clarity of roles & sharing of information and intrinsic aspect of the job showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between clarity of roles & sharing of information and salary, promotional avenues and service condition showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between clarity of roles & sharing of information and physical facilities showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between clarity of roles & sharing of information and institutional plans and policies showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between clarity of roles & sharing of information and Satisfaction with authorities showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between clarity of roles & sharing of information and satisfaction with social status and family welfare showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between clarity of roles & sharing of information and rapport with students showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between clarity of roles & sharing of information and rapport with co-workers showed very low negative correlation which indicates that the relationship between the two variables is negligible.

**Table-4.28: Co-efficient of Correlation between Organizational Climate (Factor D) and Job Satisfaction (Job Factors) of Secondary School Teachers in Lower Subansiri district of Arunachal Pradesh**

<b>Factor D of Organizational Climate</b>	<b>Factors of Job Satisfaction (Job Factors)</b>	<b>Correlation (r)</b>	<b>Interpretation</b>
<b>Altruistic behavior</b>	<b>a)Intrinsic Aspect of the job</b>	-0.038	Very Low Negative Correlation
	<b>b)Salary, promotional avenues and service conditions</b>	-0.004	Very Low Negative Correlation
	<b>c)Physical Facilities</b>	0.019	Very Low Positive Correlation
	<b>d)Institutional Plans and policies</b>	-0.034	Very Low Negative Correlation
	<b>e)Satisfaction with authorities</b>	-0.093	Very Low Negative Correlation
	<b>f)Satisfaction with social status and family welfare</b>	-0.146	Very Low Negative Correlation
	<b>g)Rapport with students</b>	0.037	Very Low Positive Correlation
	<b>h)Relationship with Co-workers</b>	-0.057	Very Low Negative Correlation

**Findings:** The table-4.28 shows that the co-efficient correlation between altruistic behaviour and intrinsic aspect of the job showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between altruistic behavior and salary, promotional avenues and service condition showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between altruistic behavior and physical facilities showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between altruistic behavior and institutional plans and policies showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between altruistic behavior and Satisfaction with authorities showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between altruistic behavior and satisfaction with social status and family welfare showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between altruistic behavior and rapport with students showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between altruistic behavior and rapport with co-workers showed very low negative correlation which indicates that the relationship between the two variables is negligible.

#### **SECTION– E: Comparison of organizational climate based on job satisfaction level**

**Objective 5:** To compare the Organizational Climate as perceived by secondary school teachers grouped on Job Satisfaction level as

- a) Low and average level of satisfaction

- b) Average and high level of satisfaction
- c) High and low level of satisfaction

**Objective 5. (a)** Low and Average level of satisfaction

**Table-4.29: Comparison of Low and Average level of satisfaction of Organizational Climate grouped on Job Satisfaction level**

Sl.No	N	Job Satisfaction level	Mean (Organizational Climate)
1	227	Low	90.25
2	6	Average	94.5

**Interpretation:** From the above Table-4.29, out of 234 teachers it is found that there are 227 teachers having low level of job satisfaction and 6 teachers are having average level of job satisfaction. Teachers of average level job satisfaction (M=94.5) are found to have more favourable organizational climate with respect to results, rewards & interpersonal relations, organizational processes, clarity of roles and sharing of information and altruistic behaviour than the teachers of low level job satisfaction (M=90.25).

**Objective 5. (b)** Average and High level of satisfaction

**Table-4.30: Comparison of Average and High level of satisfaction of Organizational Climate grouped on Job Satisfaction level**

Sl.No	N	Job Satisfaction level	Mean (Organizational Climate)
1	6	Average	94.5
2	1	High	69

**Interpretation:** From the above table-4.30, it is found that there is 1 teacher having high level of job satisfaction and 6 teachers are having average level of job satisfaction. Teachers of average level job satisfaction(M=94.5) are found to have favourable organizational climate with respect to results, rewards & interpersonal relations, organizational processes, clarity of roles and sharing of information and altruistic behaviour than the teachers of high level job satisfaction(M=69).

**Objective 5. (c)** High and Low level of satisfaction

**Table-4.31: Comparison of High and Low level of satisfaction of Organizational Climate grouped on Job Satisfaction level**

Sl.No	N	Job Satisfaction level	Mean (Organizational Climate)
1	1	High	69
2	227	Low	90.25

**Interpretation:** From the above table-4.31, it is found that there is 1 teacher having high level of job satisfaction and 227 teachers are having low level of job satisfaction. Teachers of high level job satisfaction are found to have less favourable organizational climate with respect to results, rewards & interpersonal relations, organizational processes, clarity of roles and sharing of information and altruistic behaviour than the teachers of low level job satisfaction.

From the above comparison, it is clear that higher the job satisfaction level of teachers higher the favourable climate.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### 5.0 Introduction

This chapter presents the brief summary of the present study, the major findings, educational implications and suggestions for further studies.

The previous chapter analysed the collected data on the basis of objectives and hypotheses. The analysis helps to compare the result with similar studies related to secondary school teachers and students. The major aim of the study was to examine the organizational climate of secondary school teachers, job satisfaction of secondary school teachers, relationship between organizational climate and job satisfaction of secondary school teachers, to study socio-emotional school climate as perceived by secondary school students of Lower Subansiri district of Arunachal Pradesh.

#### Organizational Climate

Organizational climate is the perception of the members towards their organization. It is the collective view of the people within the organization as to the nature of their work environment. Organizational climate of an educational institution is the product of the relationships between the headmasters and staffs, between teachers and their students and the teachers among themselves. Organizational climate is the concept “perceived” by employees which depends on value judgment which can vary greatly from person to person. It has positive and negative effects on people’s behavior in the work place. Organizational climate mediates in the confrontation between individuals and the organizational situation.

#### Job Satisfaction

Job Satisfaction is the perception by an individual about his or her work. Job satisfaction refers to a combination of positive and negative feelings of an individual towards his own job. **Locke(1976)** said that job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience. Job satisfaction is employees’ sense of achievement and success in a particular job. It is directly associated with productivity and personal well-being. Job satisfaction implies enthusiasm and happiness of an individual with ones’ work. Job



satisfaction is the key component that leads to recognition, income, promotion and the achievement of goals that lead a feeling of fulfilment(Diener et.al.,2003).

## 5.1 Rationale of the study

Organization in the 21st century deals with more challenges than ever before. These challenges are not distinct to any specific organization, but it affects all organization, regardless of their structure and size. An organizational climate in a particular organization is constantly challenged by the increasing number of changes (issues and problems) impacting on organizations today. These changes are based on restructures, mergers and acquisitions, technological trends, political and international trends, increased competition as well as the local and international economy. If these changes are not managed properly by the organization, it could result change in the behavior and perception of individuals employed in the organization, which could lead to decreased motivation, employee dissatisfaction, increased turnover and absenteeism and thus a decline in organizational performance. The main objective is to determine factors in the organizational climate that would cause job satisfaction among academic staff. The study is important as it will highlight the factors that secondary school teachers view as improving the quality of job satisfaction within their organizational climate. The research will be helpful to the schools in improving the teacher's morale and deliver job satisfaction. A teacher who achieves success in his or her job and whose needs are met in the work place would be a happy employee that would make great effort to maintain excellence in the school.

**Watkin and Hubbard (2003)** hold that climate does make a difference to an organization's performance because "it indicates how energizing the work environment is for employees". **Schultheis et.al (2006)** found that overall climate in a work unit does influence individual satisfaction. This finding is also supported by **Pan and Quinn (2007)** who also found that school organizational climate is significantly correlated with teacher's job satisfaction. **Georgia (2008)** made an attempt to explore and analyze secondary school students' perceptions of school climate in three areas viz., the physical, social and learning environment of the school. The major findings concerning the three areas of school climate indicate that students were moderately satisfied with the climate prevailing in their school. The study revealed that the lowest mean was given to social environment, the second highest to physical environment and the highest score to learning environment. In another study, **Kaur (2011)** explored the impact of gender and school climate in psychological hardiness and its dimensions among adolescents. The findings indicated that the significant main effects of gender and school climate are dependent on

each other to explain control, challenge and psychological hardiness among adolescents. Although several studies have been taken up by different researchers in India and abroad, no such study had been taken up in the state of Arunachal Pradesh. Thus the present study is important. The study of organizational climate of schools and job satisfaction of teachers of secondary school will give an idea to the management about the climate of the institution and job satisfaction of teachers in relation to gender, age, locality. The quality of instruction received by the students may be impacted by the level of job satisfaction a teacher experiences will have significant implications on management of schools and research.

## **5.2 Statement of the Problem**

The Problem under study is stated as, “**Organizational Climate of Schools and Job Satisfaction of Teachers: A Study of Secondary Schools in Lower Subansiri District of Arunachal Pradesh**”

## **5.3 Objectives of the Study**

The following are the main objectives for the present study:

- i. To study the organizational climate as perceived by the secondary school teachers.
- ii. To study the school climate as perceived by the secondary school students.
- iii. To study the job satisfaction level of secondary school teachers.
- iv. To determine the relationship of organizational climate and job satisfaction of secondary school teachers.
- v. To compare the organizational climate as perceived by secondary school teachers grouped on job satisfaction level as
  - (a) Low and average level of satisfaction
  - (b) Average and high level of satisfaction
  - (c) High and low level of satisfaction

## **5.4 Hypotheses of the Study**

The following hypotheses are framed in view of the above stated objectives.

- i. There is no significant difference in the mean score of organizational climate as perceived by secondary school teachers with respect to their gender, locality and type of management of schools.
- ii. There is no significant difference in the mean score of school climate as perceived by secondary school students with respect to their gender, locality and type of management of schools.
- iii. There is no significant difference in the mean score of job satisfaction of secondary school teachers with respect to their gender, locality and type of management of schools.
- iv. There exists no significant relationship between organizational climate and job satisfaction of secondary school teachers.

### **5.5 Delimitations of the study**

The present study was delimited to:

- i. Class IX and X students of secondary school in Lower Subansiri district of Arunachal Pradesh
- ii. Teachers teaching at secondary school level only

### **5.6 Methodology**

Descriptive cum survey research study was adopted for the present study to study the organizational climate of schools and job satisfaction of teachers of secondary schools in Lower Subansiri district of Arunachal Pradesh. The population of the study included all the secondary schools of Lower Subansiri districts of Arunachal Pradesh. The researcher selected 234 secondary school teachers and 1433 secondary school students from the 21 secondary schools by adopting random sampling technique.

The following tools were used for the collection of data in the present study.

- i. Organizational Climate Scale developed by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar
- ii. Socio-Emotional School Climate Inventory developed by Renuka Kumari Sinha and Rajni Bhargava
- iii. Job Satisfaction Scale for Primary and Secondary School Teachers developed by Meera Dixit

In order to study the organizational climate of schools and job satisfaction of teachers, suitable statistical technique like Mean, Standard Deviation, t-test and Pearson's correlation were used for analysis and interpretation of data.

## **5.7 Major findings of the study**

The major findings of the present study are presented under the following:

### **Objective-1: To study the organizational climate as perceived by Secondary school teachers**

1. The table-4.1 indicated that the overall mean score 90.26 shows favourable (normal range) climate of secondary school teachers. Similarly, favourable (normal range) climate is indicated in all four factors of organizational climate of secondary school teachers as given in the interpretation of scores in Organizational Climate Scale (OCS).
2. The table-4.3 indicated found that there is no significant difference in the mean score of organizational climate as perceived by the secondary school teachers with respect to gender, locality and type of management.
3. The table-4.4, revealed that rural school teachers and urban school teachers differ significantly. Rural school teachers (38.63) had more favorable climate than urban school teachers (36.48) towards results, rewards and interpersonal relations. The study indicated that rural teachers help each other and their hard work is also rewarded, encouraged and supported for doing new tasks in their organization. Superiors are also very friendly with their subordinate.
4. The table-4.5 revealed that government school teachers and private school teachers differ significantly. Private school teachers (32.69) had more favorable climate than the government school teachers (30.75) towards organizational processes. This indicated that private teachers felt encouraged to develop individually and also as a team. Resources are also made available for achieving organizational objectives, even problems are dealt with empathy and consulted before taking decision. Private teachers trust each other's ability and communication channels are open for every people working in different areas in the organization.
5. The table-4.6 revealed that there is no significant difference in the mean score of clarity of roles and sharing information as perceived by secondary school teachers with respect to gender, locality and type of management. This indicated that the roles of the teachers are

clearly defined and new ideas are being encouraged between the teachers in the organization.

6. The table-4.7 revealed that there is no significant difference in the mean score of altruistic behavior as perceived by secondary school teachers with respect to gender, locality and type of management. The results indicated that the teachers help each other in the organization.

### **Objective-2: To study the school climate as perceived by secondary school teachers**

1. The table-4.8 shows the overall scores of school climate along with the two dimension which are (i) social climate (ii) emotional climate. The overall score 37.69 shows unfavourable climate of secondary school students of Lower Subansiri district of Arunachal Pradesh.
2. The table-4.10 revealed that there is no significant difference in the mean score of school climate with respect to gender. However, significant difference was found in the mean score of school climate with respect to locality and type of management. The mean score of private school students (39.46) was found to be higher which means they have more favorable climate than government school students (35.4). Similarly, it was found that urban school students (39.36) had more favorable climate than rural school students (35.82). This indicated that private school students and urban school students felt good academic programmes, extra-curricular activities, socio-academic interactions between students and teachers, students and students, students and administrators.
3. The table-4.11 revealed that there is significant difference in the mean score of social climate as perceived by secondary school students with respect to locality and type of management. It was found that the mean score of urban school students (17.81) was found to be higher than the rural school students (15.15) which indicated more favorable social climate. The results indicated that the urban school students and private school students mean score were higher than rural school students and government school students which indicated that the students are encouraged to participate in extracurricular activities and also socio-academic interaction between students and administrators are also held.
4. The table-4.12 revealed that there is significant difference in the mean score of emotional climate with respect to locality and type of management. However, no significant difference was found in the mean scores of emotional climate with respect to gender. The

results indicated that urban school students and private school students showed high favorable emotional climate as the students felt that the principal is very careful about discipline. The principal and teachers respect each other. The students are also proud of their school.

### **Objective- 3: To study the job satisfaction level of secondary school teachers**

1. The table-4.13 shows the overall scores of job satisfaction along with the eight job factors. The overall mean scores 107.21 shows very low degree of satisfaction of secondary school teachers in Lower Subansiri district of Arunachal Pradesh.
2. The table-4.15 revealed that there is significant difference in the mean score of job satisfaction of the secondary school teachers with respect to locality and type of management. The mean score of government school teachers (112.75) is found to be higher than the private school teachers (103.81). However, it is found that there is no significant difference in the mean score of job satisfaction of secondary school teachers with respect to gender.
3. The table-4.16 found that there is significant difference in the mean score of intrinsic aspect of the job of secondary school teachers with respect to locality and type of management. However, it is found that there is significant difference in the mean score of intrinsic aspect of the job of secondary school teachers with respect to gender. The mean scores of government school teachers (15.3) is found to be higher than private school teachers (13.2). This indicated that the government school teachers derive pleasure from teaching, feel a sense of dignity in the job and have opportunities for advancement in teaching profession.
4. The table-4.17 found that there is no significant difference in the mean score of salary, promotional avenues and service conditions of secondary school teachers with respect to gender, locality and type of management. The results indicated that there were opportunities for promotion and opportunities to get extra payment for extra work besides regular teaching in the organization.
5. The table-4.18 found that there is significant difference in the mean score of physical facilities of the secondary school teachers with respect to locality and type of management. However, it is found that there is no significant difference in the mean score of physical facilities of the secondary school teachers with respect to gender. The mean score of government school teachers (23.23) is found to be higher than the private

school teachers (19.02). However, it is found that there is no significant difference in the mean score of physical facilities of the secondary school teachers with respect to gender. This indicated that the government school teachers felt that the location of the school is suitable to work. Proper arrangement for light and ventilation, laboratories are well equipped.

6. The table-4.19 found that there is significant difference in the mean score of institutional plans and policies of secondary school teachers with respect to locality and type of management. However, it is found that there is no significant difference in the mean score of institutional plans and policies of the secondary school teachers with respect to gender. The mean score of government school teachers (12.3) are found to be slightly higher than the private school teachers (11.22). The results indicated that the government school teachers felt that they have opportunities to express their own opinion in any organizational matters. They have freedom to plan their own work in the job and besides teaching-learning programme, teachers have scope to participate in games and in various co-curricular activities.
7. The table-4.20 found that there is no significant difference in the mean score of satisfaction with authorities of secondary school teachers with respect to gender, locality and type of management. This indicated that secondary school teachers felt that the head of the institution is an impartial person and takes care of the welfare of the institution. They also receive appreciation for their good work from their superiors.
8. The table-4.21 found that there is no significant difference in the mean score of satisfaction with social status and family welfare of secondary school teachers with respect to gender, locality and type of management. This indicated that secondary school teachers felt being in teaching job is a very respectful place in the community. They have time to spend time for recreation and looking after the welfare of the family. The standard of living is able to maintain with their total emoluments.
9. The table-4.22 found that there is a significant difference in the mean score of rapport with students of secondary school teachers with respect to type of management. The mean score of government school teachers (12.56) are found to be higher than private school teachers (11.7). This indicated that government school teachers get proper opportunities to develop proper understanding with parents of the students. There also exists good relationships between teachers and students in the institution.

10. The table-4.23 found that there is significant difference in the mean score of relationship with co-workers of government school teachers and private school teachers. The mean score of private school teachers (9.52) is found to be higher than the government school teachers (8.41). This indicated that private school teachers work with cooperation, develop good rapport and they are always ready to render their help to fellow teachers

**Objective-4: To determine the relationship of organizational climate and job satisfaction of secondary school teachers**

1. The table-4.24 shows that the co-efficient of correlation between organizational climate and job satisfaction (-0.021) which showed very low negative correlation which indicated negligible relationship between the two variables.
2. The table-4.25 shows that the co-efficient of correlation between organizational climate (factor-A) and job satisfaction (job factors) which indicated very low positive and negative correlation which indicated negligible relationship.
3. The table-4.26 shows that the co-efficient of correlation between organizational climate (factor-B) and job satisfaction (job factors) which indicated very low negative correlation which indicated negligible relationship.
4. The table-4.27 shows that the co-efficient of correlation between organizational climate (factor-C) and job satisfaction (job factors) which indicated very low positive and negative correlation which indicated negligible relationship.
5. The table-4.28 shows that the co-efficient of correlation between organizational climate (factor-D) and job satisfaction (job factors) which indicated very low positive and negative correlation which indicated negligible relationship.

**Objective-5: To compare the Organizational Climate as perceived by secondary school teachers grouped on Job Satisfaction level as**

- a) Low and average level of satisfaction
- b) Average and high level of satisfaction
- c) High and low level of satisfaction



1. The table-4.29, indicated teachers of average level job satisfaction(M=94.5) have more favourable organizational climate with respect to results, rewards & interpersonal relations, organizational processes, clarity of roles and sharing of information and altruistic behaviour than the teachers of low level job satisfaction(M=90.25).
2. On the basis of table 4.30, it was revealed that teachers of average level job satisfaction(M=94.5) have more favourable organizational climate than the teachers of high level job satisfaction(M=69).
3. From the table-4.31, the results revealed teachers of high level job satisfaction have less favorable organizational climate than the teachers of low level job satisfaction(M=90.25).

From comparison, it was clear that teachers of average job satisfaction level perceived the organizational climate more favorable than that of those teachers whose job satisfaction level are high and low.

## 5.8 Discussion of Findings

The discussion of research findings is based on the data analyses and the four tested hypotheses. The present study analysed the organizational climate of schools and job satisfaction of teachers working in different secondary schools of Lower Subansiri district of Arunachal Pradesh.

The results of the present study indicated that male and female secondary school teachers did not differ significantly in their organizational climate which is similar to the findings of **Alam(2018)**, and it contradicts the findings of **Khera (1980)**. Similarly, no significant difference was indicated between government and private school teachers in the organizational climate of teachers which shares similar findings with **Josh (1980)**, **Mehrotra (2002)**, **Olorunsola (2012)**, **Vedavathi (2017)** but it contradicts the findings of **Lenka (2015)** who reported difference in organizational climate as perceived by government and private teachers. Moreover, the present study revealed no significant difference in organizational climate as perceived by rural and urban school teachers which is supported by the findings of **Babulal(2012)**. When comparison is made between government and private secondary teachers with regard to various factors of organizational climate, it revealed no significant difference was found in three factors except in one factor that is the organizational process. However, in the findings of **Swargiary & Adhhikary (2018)** private school teachers showed high clarity of roles and sharing information among the staff members.

With regard to the findings of school climate as perceived by secondary school students. The overall result of the present study indicated unfavourable school climate. The social and emotional climate are found to be unfavourable. Further comparison has been made with respect to gender, locality and management of school, the findings of the present study indicated no significant difference with respect to gender which is similar with the findings of **Nath(2008)**. However, the results of the present study indicated that government and private secondary school students, students from urban and rural locality differ significantly in school climate. The findings relating to government and private secondary school students was supported by the findings of **Saikia & Goswami (2008)**, **Bhat & Mir (2018)**. Comparing the social and emotional factors of school climate, the results indicated that no significant difference was found between male and female students. However, significant difference was indicated between rural and urban, government and private secondary school students. The present findings relating to the difference between rural and urban school students in social climate is supported by the finding of **Singh & Chikara (2005)**.

The findings of the present study with regard to job satisfaction of secondary school teachers revealed no significant difference between male and female secondary school teachers which is similar with the findings of **Crossman & Harris (2006)**, **Gupta & Gehlawat (2013)**, **Lalita (2013)**, **Ravat & Modi (2013)**, **Bala (2015)**, **Rao (2015)**, **Ghavifekr & Pillai (2016)** and **Roy & Halder (2018)**. Female teachers were more satisfied with their jobs than male teachers as supported by the findings of **Garanayak (1963)**, **Lavingia (1974)**, **Lortie (1995)**, **Rajmmal (1978)**, **Venkata & Ramakrishaiiah (1981)**, **Beegam & Dharmangadam (2000)**, **Khatoon & Hasan (2000)**, **Jabnoun & Fook (2001)**, **Ahmed, Rahman & Jamal (2003)**, **Ali, Khan and Alam (2005)**, **Akhtar, Hasmi & Naqui (2010)**, **Azhar, Nudrat & Asdaque (2011)**, **Demato (2011)**, **Mahmood & Haider (2011)**, **Mehmood (2011)**, **Katoch (2012)**, **Khan (2012)**, **Gupta, Pasrija & Bansal (2012)**, **Ghosh (2013)**, **Mocheche, Bosire & Raburu (2017)** and **Moorthy (2013)**.

There is significant difference in the job satisfaction of government and private secondary school teachers which shows similarities with the findings of **Basu (2013)**, **Gehlawat & Gupta (2013)**, **Achanta & Reddy (2014)**, **Das & Choudhury (2014)**, **Taruna & Pooja (2014)**, **Lenka, Chandra & Gupta (2015)**. However, the present study found that government school teachers were more satisfied with their jobs than the private school teachers which is supported with the findings of **Rosli (2000)**, **Mehrotra (2002)**, **Aggarwal (2004)**, **John (2010)**, **Ahmed (2013)**, **Chugati & Perveen (2013)**, **Ghosh (2013)** and **Ahmed (2014)**.

The present study also found urban teachers to be more satisfied with their jobs than the rural teachers which is similar with the finding of **Ghosh (2013)**. However different findings were indicated by **Bhat & Ali (2013)**, **Najar & Dar (2017)** who found that rural teachers were more satisfied than the urban teachers. Contradicting to the present study, the results were consistent and found no significant difference between the job satisfaction of urban and rural secondary school teachers **Azhar (2011)**, **Rajendran & Veerasekaran (2013)**, **Kumar (2015)**, **kumar & Muthamizhselvan (2017)** and **Roy & Halder (2018)**.

The present study also examined and compared the eight factors of job satisfaction separately with respect to gender, locality and management. Significant difference between rural and urban teachers, government and private school teachers have been indicated in the three factors of job satisfaction namely- intrinsic aspect, physical facilities, institutional plans and policies. The findings of the present study indicated significant difference between government and private teachers in the two factors of job satisfaction namely- rapport with students and relationship with co-workers. The findings of the present study indicated no significant difference between male and female teachers in their overall job satisfaction as well as in all the eight factors of job satisfaction when examined separately. No significant differences between urban and rural, government and private teachers were found in the three factors of job satisfaction namely- salary, promotional avenues and service conditions, satisfaction with authorities, satisfaction with social status and family welfare. **Gupta & Gehlawat (2013)** also found significant difference between government and private teachers with respect to intrinsic aspect of job satisfaction. The findings of the present study are in agreement with the findings of **Ishwara & Laxmana (2008)**, **Bhandari & Patil (2009)** who revealed that the majority of teachers of government schools were satisfied with their work, job & salary than the private school teachers. Government school teachers were found to be more satisfied with the physical facilities available in the school than the teachers working in the private school teachers which is supported by the findings of **Kaur & Sidana (2011)**. However, the results of the present study in terms of institutional plans and policies of job satisfaction revealed significant difference between government and private school teachers which is in contrast with the findings of **Gopalkrishnan (2009)**. Although no difference between male and female teachers in this factor of job satisfaction was indicated in the present study, **Khaleque (2007)**, **Basu (2009)**, **Malsawmtluang (2015)** found that female teachers scored higher on the factors of satisfaction with authorities, rapport with students and relationship with co-workers.

Regarding the findings of correlation between organizational climate and job satisfaction showed negligible relationship between the two variables and it contradicts the findings of **Kabes(1989), Pan & Qin (2007) and Arani & Abassi (2004)** who reported significant positive correlation between school organizational climate and work satisfaction. When correlation was done between organizational climate (factor-wise) and job satisfaction (job factors) than the findings indicated negligible relationship.

With regard to the findings of organizational climate and job satisfaction grouped on low, average and high level of satisfaction. It was clear that teachers of average job satisfaction level perceived the organizational climate more favorable than that of those teachers whose job satisfaction level are high and low.

## **5.9 Educational Implications**

In view of the findings derived from this study and the conclusions arrive from them, the researcher has recommended some important educational implications on organizational climate of schools and job satisfaction of teachers at secondary school level. The following implications are given below:

- i. The study of organizational climate and job satisfaction of secondary school teachers is of much value to administrators and policy makers who frame policies and take constructive decisions for the wellbeing of the teachers.
- ii. For improving the factors related to job satisfaction, the authority involved in management of school should ensure suitable facilities and congenial environment which will strengthen the status of teaching profession.
- iii. The school authorities should ensure fair promotional policy and incentives for hard working teachers so that they may feel encouraged and being recognized.
- iv. School Climate especially in rural areas and government schools need to be improved by providing training to teachers, parents and community members.
- v. Team work, involvement of teachers, open communication, trust and empathy need to be encouraged in the management of schools in general, government schools in particular.
- vi. Proper recruitment rules have to be framed for the post of teachers in private school.
- vii. The management of the school could also give opportunities to update the knowledge of the teachers through training, workshop and seminars.

## **5.10 Suggestions for Further Study**

In the present study an attempt has been made to study the organizational climate of schools and job satisfaction of the secondary school teachers of Lower Subansiri district of Arunachal Pradesh. The researcher has given some suggestions for carrying out further research in the following:

- i. The present study was conducted only on secondary level and it may be extended to higher secondary school teachers and college teachers in the state of Arunachal Pradesh.
- ii. A comparative study could be conducted on organizational climate of government and private schools.
- iii. A new study can be conducted on the impact of organizational climate at secondary school stage of Arunachal Pradesh.
- iv. The present study covered the variables like type of management, gender and locality for the analysis of the perception of secondary school teachers and students. Further a study may be carried out by taking the variables like race, discipline, settlement and academic achievement.
- v. The present study was conducted on class IX and X students. Similar studies may be undertaken on these variables at the other level or stages of education.
- vi. A comparative study can also be conducted on administration and management of schools in rural and urban areas.
- vii. Attitude of teachers towards teaching profession in relation to job satisfaction can be taken up.

**ORGANIZATIONAL CLIMATE AND JOB SATISFACTION OF TEACHERS:  
A STUDY OF SECONDARY SCHOOL IN LOWER SUBANSIRI DISTRICT OF  
ARUNACHAL PRADESH**

**A THESIS SUBMITTED FOR THE DEGREE OF DOCTOR OF  
PHILOSOPHY IN EDUCATION**

**Supervised by**

**Prof. Elizabeth Hangsing**

**Faculty of Education**

**Submitted by**

**Miss Hage Sela**

**Regn no. RGU/RS-494/2014**



**DEPARTMENT OF EDUCATION  
RAJIV GANDHI UNIVERSITY,  
RONO HILLS, DOIMUKH,  
ITANAGAR, ARUNACHAL PRADESH**

**2022**

## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF THE DATA

#### 4.0 Introduction

“Analysis of the data is as important as any other component of the research process. Regardless of how well the study is conducted, inappropriate analysis can lead to inappropriate conclusions” (Gay,1996).

This chapter presents the organization and analysis of data with the help of suitable tools in order to analyse and interpret the results. The present study aims to study the organizational climate as perceived by secondary school teachers, job satisfaction of secondary school teachers, school climate as perceived by secondary school students and finally to compare and study the relationship of organizational climate and job satisfaction level of secondary school teachers with respect to gender, locality and type of management in Lower Subansiri district of Arunachal Pradesh.

In the analysis of data, the researcher used descriptive statistics like mean, standard deviation, t-test and correlation keeping in view the nature of the objectives and hypotheses. Along with this, the researcher also used histogram for the graphical representation of the same data. This chapter is presented under five sections, namely; section-A,B,C, D and E.

#### Section A: Organizational Climate

**Objective 1:** To study the organizational climate as perceived by the secondary school teachers in Lower Subansiri district of Arunachal Pradesh

For the purpose of achieving the objective 1, the researcher administered Organizational Climate Scale (OCS) to 234 secondary school teachers. The Organizational Climate scale consists of 22 statements covering four factors - (i) rewards and interpersonal relations (ii) organizational processes, (iii) clarity of roles and sharing of information, (iv) altruistic behavior. The responses of 234 secondary school teachers were scored and mean and standard deviation were calculated with respect to gender, locality and type of management. Analysis was done and details are given in the following Table -4.1.

#### 4.1 Organizational Climate as perceived by secondary school teachers

**Table-4.1: Showing overall and factor wise scores of Organizational Climates of Secondary School Teachers**

Sl. No.	Factors	N	Mean	SD	Interpretation
1.	<b>Results, Rewards and Interpersonal Relations</b>	234	37.79	7.82	<b>Favourable Climate</b>
2.	<b>Organizational Processes</b>	234	31.96	7.45	
3.	<b>Clarity of Roles and Sharing Information</b>	234	16.46	3.92	
4.	<b>Altruistic Behavior</b>	234	4.62	1.78	
5.	<b>Overall</b>	234	90.26	16.46	

**Interpretation:** The table-4.1 shows the overall scores of organizational climate along with the four factors which are (1) Results, rewards and interpersonal relations, (2) Organizational processes, (3) Clarity of roles and sharing of information, and (4) Altruistic behavior. The overall mean score 90.26 shows favourable (normal range climate of secondary school teachers. Similarly, favourable (normal range) climate is indicated in all four factors of organizational climate of secondary school teachers as given in the interpretation of scores in Organizational Climate Scale (OCS).

#### 4.1.2 Organizational Climate with respect to gender, locality and type of management

In the present study, mean and standard deviation for each group were calculated and shown in the following table-4.2.

**Table-4.2: Overall Scores of Organizational Climate with respect to gender, locality and type of management**

Variable	Group	N	Mean	SD
<b>Organizational Climate</b>	<b>Male</b>	130	89.57	17.7
	<b>Female</b>	104	91.13	14.8
	<b>Rural</b>	143	91.09	15.3
	<b>Urban</b>	91	88.97	18.13
	<b>Govt.</b>	89	89.77	13.16
	<b>Private</b>	145	90.56	18.22
<b>Overall</b>		234	90.26	16.46



The Overall scores of Organizational Climate with respect to gender, locality and type of management are also presented graphically in Figure 1.

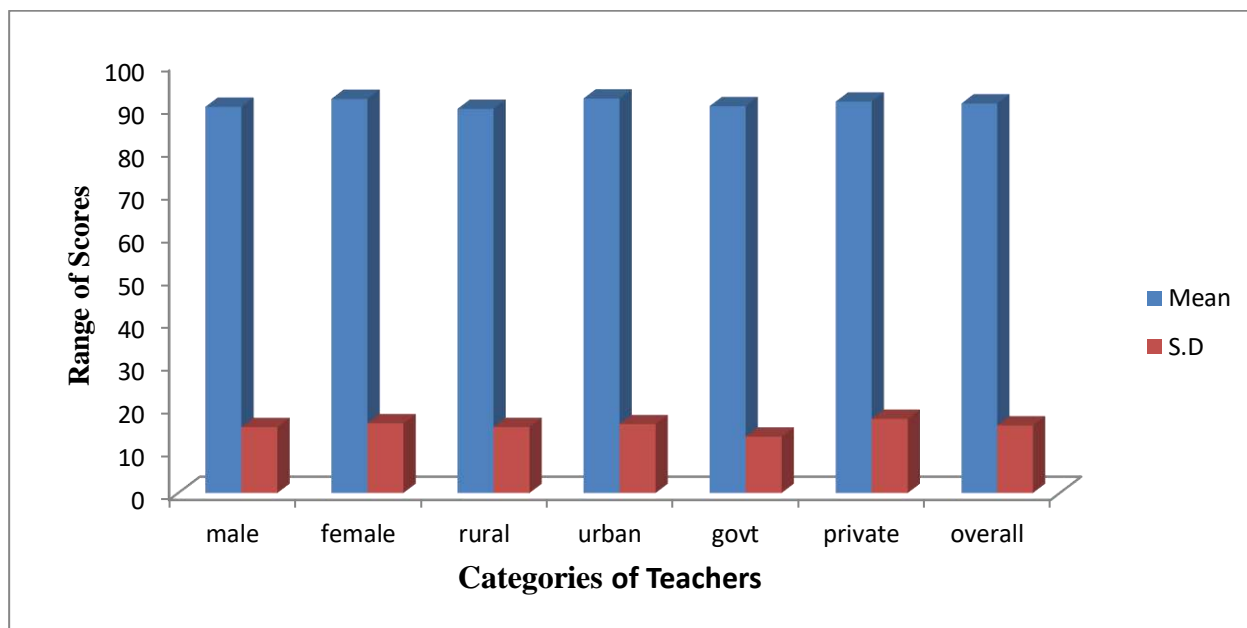


Figure 1

From the above table-4.2 and figure1, showed that the mean scores of male teachers (M=89.57) and female teachers (M=91.13) for organizational climate. It can be understood that female teachers have showed slightly high favourable organizational climate than the male teachers.

The mean scores of rural school teachers (M=91.09) and urban school teachers (M=88.97) for organizational climate. It can be understood that rural school teachers have showed slightly high favourable organizational climate than the urban school teachers.

The mean scores of government school teachers(M=89.77) and private school teachers(M=90.56) for organizational climate. It can be understood that private school teachers have showed slightly high favourable organizational climate than the government school teachers.

#### 4.1.3 Comparison of Organizational Climate of secondary school teachers with respect to Gender, Locality and Type of Management

**Hypothesis 1:** There is no significant difference in the mean scores of organizational climate as perceived by secondary school teachers with respect to gender, locality and type of management

**Table-4.3: Showing differences(t-value) in Organizational Climate with respect to gender, locality and type of management**

Variable	Group	N	Mean	SD	SE <sub>D</sub>	t-Value	Remarks
Organizational Climate	Male	130	89.57	17.69	2.13	0.73	Not Significant
	Female	104	91.13	14.8			
	Rural	143	91.1	15.3	2.29	0.93	Not Significant
	Urban	91	88.97	18.13			
	Govt.	89	89.77	13.16	2.05	0.38	Not Significant
	Private	145	90.56	18.22			
Overall		234	90.26	16.46			

**Interpretation:** From the above table-4.3, it is evident that there is no significant difference in the mean score of organizational climate as perceived by male and female secondary school teachers. The calculated t-value between their mean differences is 0.73, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of organizational climate as perceived by male and female secondary school teachers” gets accepted.

There is no significant difference in the mean score of organizational climate as perceived by rural and urban secondary school teachers. The calculated t-value 0.93 is lower than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of organizational climate as perceived by rural and urban secondary school teachers” gets accepted.

There is no significant difference in the mean score of organizational climate as perceived by government and private secondary school teachers. The calculated t-value 0.38 is lower than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of organizational climate as perceived by government and private secondary school teachers” gets accepted.

**Findings:** In the present study found that there is no significant difference in the mean scores of organisational climate as perceived by the secondary school teachers with respect to gender, locality and type of management.

#### **4.1.4 Factor-wise comparison of Organizational Climate with respect to Gender, Locality and Type of Management**

Analysis of organizational climate as perceived by secondary school teachers has been made factor-wise separately. The factors of organizational climate are given below:

1. Results, rewards and interpersonal relations
2. Organizational processes
3. Clarity of roles and sharing information
4. Altruistic behavior

The analysis of factor-wise of organizational climate with respect to gender, locality and type of management are shown in the following tables-4.4,4.5,4.6 and 4.7.

### 1. Organizational Climate: Results, Rewards and Interpersonal Relations

**Sub-Hypothesis 1(a):** There is no significant difference in the mean score of results, rewards and interpersonal relations as perceived by secondary school teachers with respect to gender, locality and type of management.

**Table-4.4: Showing differences(t-value)in Results, Rewards and Interpersonal Relations**

Factor of Organizational Climate	Group	N	Mean	SD	SE <sub>D</sub>	t-value	Remarks
Factor-I Results, reward and interpersonal relations	Male	130	37.81	8.15	1.02	0.03	Not Significant
	Female	104	37.78	7.44			
	Rural	143	38.63	7.59	1.05	2.05	Significant
	Urban	91	36.48	8.04			
	Govt.	89	38.37	6.74	1	0.92	Not Significant
	Private	145	37.45	8.43			
	Overall	234	37.79	7.82			

**Interpretation:** From the above table-4.4, it is evident that there is no significant difference in the mean scores of results, rewards and interpersonal relations as perceived by male and female secondary school teachers. The calculated t-value between their mean differences is 0.03, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean scores of results, rewards and interpersonal relations as perceived by male and female secondary school teachers” gets accepted.

There is significant difference in the mean score of results, rewards and interpersonal relations as perceived by rural school teachers and urban school teachers. The calculated t-value 2.05 is higher than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of results, rewards and interpersonal relations as perceived by rural school teachers and urban school teachers” gets rejected.

There is no significant difference in the mean score of results, rewards and interpersonal relations as perceived by government school teachers and private school teachers. The calculated t-value 0.92 is lower than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of results, rewards and interpersonal relations as perceived by government school teachers and private school teachers” gets accepted.

**Findings:** The present study there is no significant difference in the mean score of results, rewards and interpersonal relations as perceived by secondary school teachers with respect to gender and type of management. However, a significant difference was found with respect to locality. Rural school teachers (38.63) had more favourable climate than urban school teachers (36.48) towards results, rewards and interpersonal relations.

## 2. Organizational Climate: Organizational Processes

**Sub-Hypothesis 1(b):** There is no significant difference in the mean score of organizational processes as perceived by secondary school teachers with respect to gender, locality and type of management

**Table-4.5: Showing differences(t-value) in Organizational Processes**

Factor of Organizational Climate	Group	N	Mean	SD	SE <sub>D</sub>	t-value	Remarks
Factor-II Organizational Processes	Male	130	31.77	7.55	0.98	0.43	Not Significant
	Female	104	32.19	7.35			
	Rural	143	31.34	7.45	0.99	1.59	Not Significant
	Urban	91	32.92	7.39			
	Govt.	89	30.75	7.05	0.98	1.98	Significant
	Private	145	32.69	7.62			
	Overall	234	31.96	7.45			

**Interpretation:** From the above table-4.5, it is evident that there is no significant difference in the mean score of organizational processes as perceived by male and female secondary school teachers. The calculated t-value between their mean differences is 0.43, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of organizational processes as perceived by male and female secondary school teachers” gets accepted.

There is no significant difference in the mean score of organizational processes as perceived by rural school teachers and urban school teachers. The calculated t-value 1.59 is lower than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of organizational processes as perceived by rural school teachers and urban school teachers” gets accepted.

There is significant difference in the mean score of organizational processes as perceived by government school teachers and private school teachers. The calculated t-value 1.98 is higher than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is significant difference in the mean score of organizational processes as perceived by government school teachers and private school teachers” gets rejected.

**Findings:** The present study found that there is no significant difference in the mean score of organizational processes as perceived by secondary school teachers with respect to gender and locality. However, significant difference was found with respect to type of management of schools. Private school teachers (32.69) had more favourable climate than the government school teachers(30.75) towards organizational processes.

### **3. Organizational Climate: Clarity of Roles and Sharing Information**

**Sub-Hypothesis 1(c):** There is no significant differences in the mean score of clarity of roles and sharing information as perceived by secondary school teachers with respect to gender, locality and type of management

**Table-4.6: Showing differences(t-value) in Clarity of Roles and Sharing Information**

Factor of Organizational Climate	Group	N	Mean	SD	SE <sub>D</sub>	t-value	Remarks
Factor-III  Clarity of roles and sharing information	Male	130	16.36	4.06	0.51	0.45	Not Significant
	Female	104	16.59	3.75			
	Rural	143	16.59	3.74	0.54	0.61	Not Significant
	Urban	91	16.26	4.2			
	Govt.	89	16.04	3.87	0.53	1.28	Not Significant
	Private	145	16.72	3.93			
	Overall	234	16.46	3.91			

**Interpretation:** From the above table-4.6, it is evident there is no significant difference in the mean score of clarity of roles and sharing information as perceived by male and female secondary school teachers. The calculated t-value between their mean differences is 0.45, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of clarity of roles and sharing information as perceived by male and female secondary school teachers” gets accepted.

There is no significant difference in the mean score of clarity of roles and sharing information as perceived by rural school teachers and urban school teachers. The calculated t-value 0.61 is lower than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of clarity of roles and sharing information as perceived by rural school teachers and urban school teachers” gets accepted.

There is no significant difference in the mean score of clarity of roles and sharing information as perceived by government school teachers and private school teachers. The calculated t-value 1.28 is lower than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of clarity of roles and sharing information as perceived by government school teachers and private school teachers” gets accepted.

**Findings:** The present study found that there is no significant difference in the mean score of clarity of roles and sharing information as perceived by secondary school teachers with respect to gender, locality and type of management.

#### 4. Organizational Climate: Altruistic Behaviour

**Sub-Hypothesis 1(d):** There is no significant difference in the mean score of altruistic behaviour as perceived by secondary school teachers with respect to gender, locality and type of management

**Table-4.7: Showing differences(t-value) in Altruistic Behaviour**

Factor of Organizational Climate	Group	N	Mean	SD	SE <sub>D</sub>	t-value	Remarks
Factor-IV Altruistic behavior	Male	130	4.47	1.82	0.23	1.39	Not Significant
	Female	104	4.79	1.73			
	Rural	143	4.59	1.78	0.24	0.25	Not Significant
	Urban	91	4.65	1.79			
	Govt.	89	4.73	1.86	0.24	0.75	Not Significant
	Private	145	4.55	1.73			
	Overall	234	4.62	1.78			

**Interpretation:** From the above table-4.7, it is evident that there is no significant difference in the mean score of altruistic behavior perceived by male and female secondary school teachers. The calculated t-value between their mean differences is 1.39, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of altruistic behavior as perceived by male and female secondary school teachers” gets accepted.

There is no significant difference in the mean score of altruistic behavior as perceived by rural school teachers and urban school teachers. The calculated t-value 0.25 is lower than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of altruistic behavior as perceived by rural school teachers and urban school teachers” gets accepted.

There is no significant difference in the mean score of altruistic behavior as perceived by government school teachers and private school teachers. The calculated t-value 0.75 is lower than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis

“There is no significant difference in the mean score of altruistic behavior as perceived by government school teachers and private secondary school teachers” gets accepted.

**Findings:** The present study found that there is no significant difference in the mean score of altruistic behavior as perceived by secondary school teachers with respect to gender, locality and type of management.

## **SECTION-B: School Climate**

**Objective-2:** To study the School Climate as perceived by Secondary School Students in Lower Subansiri district of Arunachal Pradesh

For the purpose of achieving the objective 2, the researcher administered Social Emotional School Climate Inventory (SESCI) to 1433 secondary school students. The SESCI consists of 70 statements covering social and emotional dimensions. The responses of 1433 secondary school students were scored, Mean and Standard Deviation were calculated and analysis was done with respect to gender, locality and type of management.

### **4.2. School Climate as perceived by secondary school students**

**Table-4.8: Overall Scores of School Climate (Social and Emotional Climate) of Secondary School Students**

Sl. No	School Climate	N=1433		
		Mean	SD	Interpretation
1	<b>Part – 1: Social Climate</b>	16.41	5.38	<b>Unfavourable Climate</b>
2	<b>Part-2: Emotional Climate</b>	21.09	4.9	
3	<b>Overall</b>	37.69	11.2	

**Interpretation:** The table-4.8 shows the overall scores of school climate along with the two dimension which are (i) social climate (ii) emotional climate. The overall score 37.69 shows unfavourable climate of secondary school students of Lower Subansiri district of Arunachal Pradesh. Similarly, unfavourable climate is indicated in the two dimensions of school climate when taken separately for social climate and emotional climate.



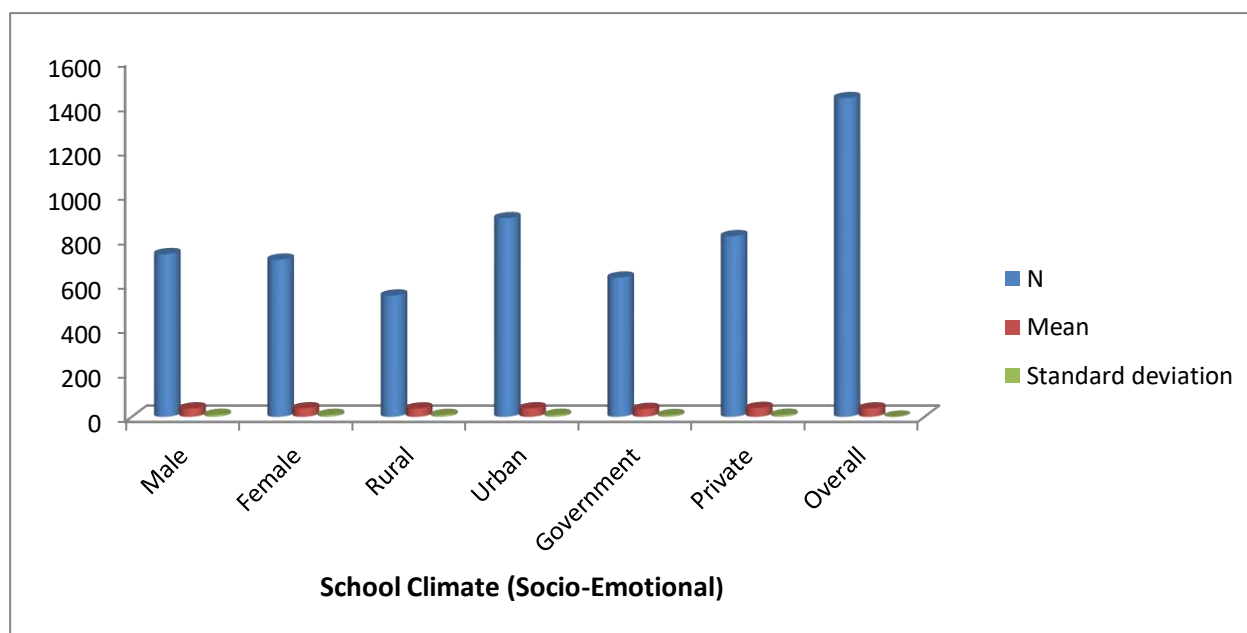
#### 4.2.1 School Climate with respect to gender, locality and type of management

In the present study, Mean and Standard Deviation for each group were calculated and shown in the following table-4.9.

**Table-4.9: Overall Scores of School Climate as perceived by Secondary School Students**

Variable	Group	N	Mean	SD
School Climate(Socio-Emotional)	Male	729	37.30	8.66
	Female	704	38.1	13.33
	Rural	753	35.82	8.62
	Urban	680	39.36	8.06
	Govt.	623	35.4	13.48
	Private	810	39.46	8.69
	<b>Overall</b>	1433	37.69	11.2

The Overall Scores of School Climate of Secondary School Students with respect to gender, locality and type of management are also presented graphically in Figure-2



**Figure. 2**

The above table-4.9 and figure.2, indicated that the mean score of male students (M=37.30) and female students (M=38.1) for school climate. It can be understood that female students showed favourable school climate than the male students.

The mean score of rural students (M=35.82) and urban students (M=39.36) for school climate. It can be understood that urban students showed more favourable school climate than the rural students.

The mean score of government school students(M=35.4) and private school students(M=39.46) for school Climate. It can be understood that private school students showed more favourable school climate than the government school students.

#### 4.2.2 Comparison of School Climate with respect to Gender, Locality and Type of Management

**Hypothesis 2:** There is no significant difference in the mean score of school climate as perceived by secondary school students with respect to gender, locality and type of management of schools.

**Table-4.10: Showing differences(t-value) of School Climate with respect to Gender, Locality and Type of management**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
School Climate	Male	729	37.3	8.66	0.59	1.35	Not Significant
	Female	704	38.1	13.33			
	Rural	753	35.82	8.62	1.34	2.64	Significant
	Urban	680	39.36	8.1			
	Govt.	623	35.4	13.47	0.62	6.45	Significant
	Private	810	39.46	8.69			

**Interpretation:** From the above table-4.10, it is evident that there is no significant difference in the mean score of school climate as perceived by male and female secondary school students. The calculated t-value between their mean differences is 1.35, which is lower than the criterion t-

value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of school climate as perceived by male and female secondary school students” gets accepted.

There is significant difference in the mean score of school climate as perceived by rural school students and urban school students. The calculated t-value 2.64 is higher than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of school climate as perceived by rural school students and urban school students” gets rejected.

There is significant difference in the mean score of school climate as perceived by government school students and private school students. The calculated t-value 6.45 is higher than the table value 1.97 at 0.05 level of significance with 232df. Thus, the null hypothesis “There is no significant difference in the mean score of school climate as perceived by government school students and private school students” gets rejected.

**Findings:** The present study found no significant difference in the mean score of school climate as perceived by male and female school students. However, it was found that there is significant difference in the mean score of school climate with respect to locality and type of management. The mean score of private school students (39.46) were found to be higher which means they have more favourable climate than government school students (35.4). Similarly, significant difference is indicated with regard to locality. It was found that urban school students(39.36) had more favourable climate than rural school students.

#### **4.2.3 Dimension-wise comparison of School Climate with respect to Gender, Locality and Type of Management**

Analysis of school climate as perceived by secondary school students has been made dimension-wise separately. The dimension of school climate is given below:

1. Social climate
2. Emotional climate

The analysis of dimension-wise of school climate with respect to gender, locality and type of management are shown in the following tables-4.11 and 4.12.

## 1. School Climate: Social Climate

**Sub-Hypothesis 2(a):** There is no significant difference in the mean score of social climate as perceived by secondary school students with respect to gender, locality and type of management

**Table -4.11: Showing differences(t-value)in Social Climate**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
Social Climate	Male	729	16.33	5.45	0.28	0.57	Not Significant
	Female	704	16.49	5.31			
	Rural	753	15.15	5.53	0.27	9.85	Significant
	Urban	680	17.81	4.85			
	Govt.	623	15.47	5.47	0.28	5.93	Significant
	Private	810	17.13	5.19			

**Interpretation:** From the above table-4.11, it is evident that there is no significant difference in the mean score of social climate as perceived by male and female secondary school students. The calculated t-value between their mean differences is 0.57, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of social climate as perceived by male and female secondary school students” gets accepted.

There is significant difference in the mean score of social climate as perceived by rural school students and urban school students. The calculated t-value 9.85 is higher than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is significant difference in the mean score of social climate as perceived by rural school students and urban school students” gets rejected. s

There is significant difference in the mean score of social climate as perceived by government school students and private school students. The calculated t-value 5.93 is higher than the table value 1.97 at 0.05 level of significance with 232df. Thus, the null hypothesis “There is significant difference in the mean score of social climate as perceived by government school students and private school students” gets rejected.

**Findings:** The present study found a significant differences in the mean scores of social climates as perceived by secondary school students with respect to locality and type of management. It was found that the urban school students (17.81) had more favourable social climate than the rural school students (15.15).

## 2. School Climate: Emotional Climate

**Sub-Hypothesis 2(b):** There is no significant difference in the mean score of emotional climate as perceived by secondary school students with respect to gender, locality and type of management

**Table -4.12: Showing differences(t-value)in Emotional Climate**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
Emotional Climate	Male	729	20.97	4.8	0.25	0.96	Not Significant
	Female	704	21.21	4.9			
	Rural	753	20.66	4.67	0.26	3.46	Significant
	Urban	680	21.56	5.11			
	Govt.	623	19.46	4.48	0.25	11.48	Significant
	Private	810	22.33	4.85			

**Interpretation:** From the above table-4.12, it is evident that there is no significant difference in the mean score of emotional climate as perceived by male and female secondary school students. The calculated t-value between their mean differences is 0.96, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of emotional climate as perceived by male and female secondary school students” gets accepted.

There is significant difference in the mean score of emotional climate as perceived by rural school students and urban school students. The calculated t-value 3.46 is higher than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is significant difference in the mean scores of emotional climate as perceived by rural school students and urban school students” gets rejected.

There is significant difference in the mean score of emotional climate as perceived by government school students and private school students. The calculated t-value 11.48 is higher

than the t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is significant difference in the mean score of emotional climate as perceived by government school students and private school students ” gets rejected.

**Findings:** The present study found that there is no significant difference in the mean score of emotional climate as perceived by secondary school climate with respect to gender. However, significant difference was found in the mean score of emotional climate as perceived by secondary school students with respect to locality and type of management. Private school students (22.33) had more favourable emotional climate than government school students (19.46).

### **SECTION-C: Job Satisfaction**

**Objective-3:** To study the job satisfaction as perceived by secondary school teachers in Lower Subansiri district of Arunachal Pradesh.

For the purpose of achieving the objective 3, the researcher administered Job Satisfaction Scale (JSS) to 234 secondary school teachers. The Job Satisfaction Scale (JSS) consists of 52 statements covering eight job factors- (i) intrinsic aspect of the job, (ii) salary, promotional and service conditions, (iii) physical facilities, (iv) institutional plans and policies, (v) satisfaction with authorities, (vi) satisfaction with social status and family welfare, (vii) rapport with students, (viii) relationship with co-workers. The responses of 234 secondary school teachers were scored and mean and standard deviation were calculated and analysis were done with respect to gender, locality and type of management which is given in the following Table 4.13.

#### **4.3 Job Satisfaction of Secondary School Teachers**

**Table -4.13: Overall Scores of Job Satisfaction of Secondary School Teachers**

<b>Factors of Job Satisfaction</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
<b>Intrinsic Aspect of the Job</b>	234	14.0	3.59
<b>Salary, Promotional and service conditions</b>	234	19.03	4.82
<b>Physical facilities</b>	234	20.62	5.86
<b>Institutional plans and policies</b>	234	11.63	3.10
<b>Satisfaction with authorities</b>	234	10.96	3.28
<b>Satisfaction with social status and family welfare</b>	234	10.58	3.09
<b>Rapport with students,</b>	234	12.02	3.21
<b>Relationship with co-workers</b>	234	9.10	3.02
<b>Total</b>	234	107.21	21.38

**Interpretation:** The table-4.13 shows the overall scores of job satisfaction along with the eight job factors. The overall mean scores is 107.21. This shows very low degree of job satisfaction of secondary school teachers in Lower Subansiri district of Arunachal Pradesh.

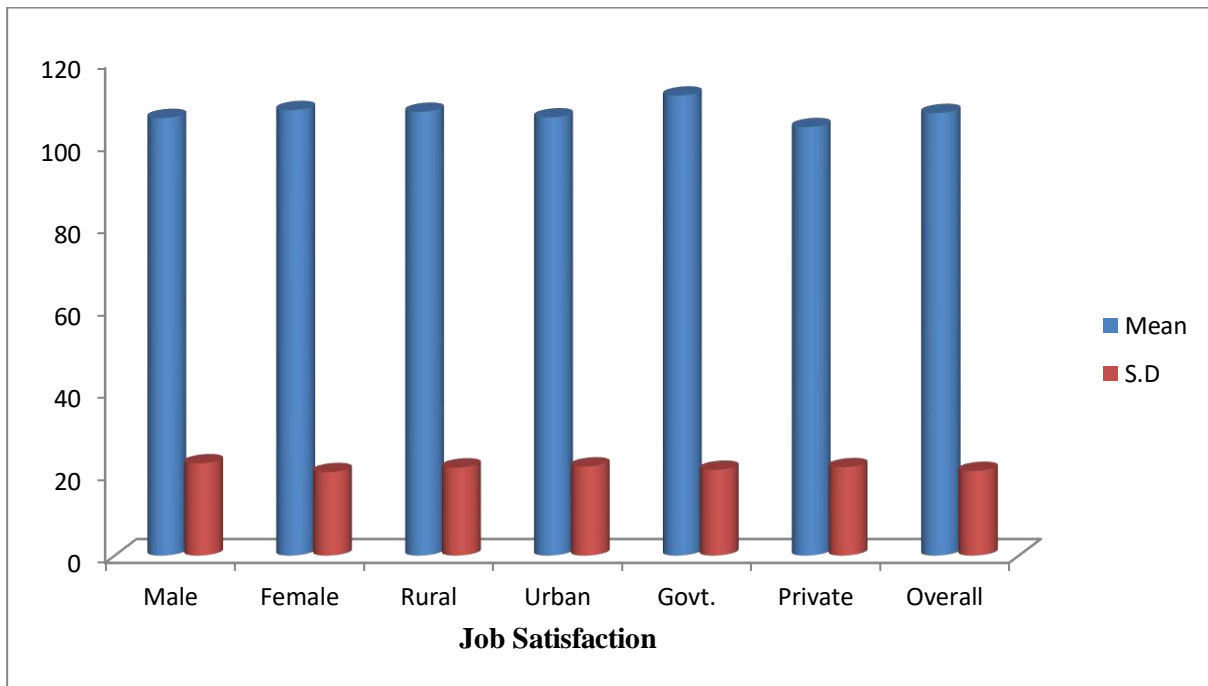
#### **4.3.1 Job Satisfaction of Secondary School Teachers**

In the present study, mean and standard deviation for each group were calculated and shown in the following Table 4.14.

**Table-4.14: Overall scores of Job Satisfaction with respect to gender, locality and type of management**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
<b>Job Satisfaction</b>	<b>Male</b>	130	106.02	22.1
	<b>Female</b>	104	108.55	20.67
	<b>Rural</b>	143	109.59	21.73
	<b>Urban</b>	91	103.47	20.4
	<b>Govt.</b>	89	112.75	20.29
	<b>Private</b>	145	103.81	21.39
<b>Overall</b>		234	106.93	21.49

The Overall scores of Job Satisfaction with respect to gender, locality and type of management are also presented graphically in Figure 3.



**Figure.3**

From the above table-4.14 and figure.3, showed that the mean score of male teachers (M=106.02) and female teachers (M=108.55) for job satisfaction. It can be understood that female teachers showed high job satisfaction than the male teachers.

The mean score of rural school teachers (M=109.59) and urban school teachers (M=103.47) for job satisfaction. It can be understood that rural school teachers showed high job satisfaction than the urban school teachers.

The mean score of government school teachers (M=112.75) and private school teachers (M=103.81) for job satisfaction. It can be understood that government school teachers showed high job satisfaction than the private school teachers.

#### **4.3.2 Comparison of Job Satisfaction of secondary school teachers with respect to Gender, Locality and Type of Management**

**Hypothesis 3:** There is no significant difference in the mean score of job satisfaction of secondary school teachers with respect to gender, locality and type of management of schools.



**Table -4.15: Showing differences(t-value) of Job Satisfaction with respect to Gender, Locality and Type of Management**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
<b>Job Satisfaction Level</b>	<b>Male</b>	130	106.02	22.1	2.8	0.9	<b>Not Significant</b>
	<b>Female</b>	104	108.55	20.67			
	<b>Rural</b>	143	109.59	21.73	2.8	2.18	<b>Significant</b>
	<b>Urban</b>	91	103.47	20.4			
	<b>Govt.</b>	89	112.75	20.29	2.79	3.2	<b>Significant</b>
	<b>Private</b>	145	103.81	21.39			

**Interpretation:** From the above table-4.15, it is evident that there is no significant difference in the mean score of job satisfaction of male and female school teachers. The calculated t-value between their mean differences is 0.9, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of job satisfaction of male and female school teachers” gets accepted.

There is significant difference in the mean score of job satisfaction of rural school teachers and urban school teachers. The calculated t-value 2.18 is higher than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is significant difference in the mean score of job satisfaction of rural school teachers and urban school teachers” gets rejected.

There is significant difference in the mean score of job satisfaction of government school teachers and private secondary school teachers. The calculated t-value 3.2 is higher than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is significant difference in the mean score of job satisfaction of government and private secondary school teachers” gets rejected.

**Findings:** The present study found that there is significant difference in the mean score of job satisfaction of the secondary school teachers with respect to locality and type of management. The mean score of government school teachers (112.75) is found to be higher than the private school teachers (103.81). However, it is found that there is no significant difference in the mean score of job satisfaction of secondary school teachers with respect to gender.

### 4.3.3 Comparison of Job Satisfaction (job factors) of Secondary School Teachers with respect to Gender, Locality and Type of Management

Analysis of job satisfaction level of secondary school teachers has been made factor-wise separately. The job factors of job satisfaction is given below:

1. Intrinsic aspect of the job
2. Salary, promotional and service conditions
3. Physical facilities
4. Institutional plans and policies
5. Satisfaction with authorities
6. Satisfaction with social status and family welfare
7. Rapport with students
8. Relationship with co-workers.

The analysis of job factors of job satisfaction of secondary school teachers with respect to gender, locality and type of management are shown in the following tables-4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22 and 4.23

#### 1. Job Satisfaction: Intrinsic aspect of the job

**Sub-Hypothesis 3(a):** There is no significant difference in the mean score of Intrinsic aspect of the job of secondary school teachers with respect to gender, locality and type of management

**Table-4.16: Showing differences(t-value) in Intrinsic aspect of the job**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
Intrinsic Aspect	Male	130	13.8	3.66	0.45	0.97	Not significant
	Female	104	14.24	3.52			
	Rural	143	14.64	3.47	0.47	3.47	Significant
	Urban	91	13.01	3.57			
	Govt.	89	15.3	3.55	0.47	4.46	Significant
	Private	145	13.2	3.39			

**Interpretation:** From the above table-4.16, it is evident that there is no significant difference in the mean score of intrinsic aspect of the job of male and female secondary school teachers. The calculated t-value between their mean differences is 0.97, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of intrinsic aspect of the job of male and female secondary school teachers” gets accepted.

There is significant difference in the mean score of intrinsic aspect of the job of rural school teachers and urban school teachers. The calculated t-value 3.47 is higher than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is significant difference in the mean score of intrinsic aspect of the job of rural school teachers and urban school teachers” gets rejected.

There is significant difference in the mean score of intrinsic aspect of the job of government school teachers and private school teachers. The calculated t-value 4.46 is higher than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is significant difference in the mean score of intrinsic aspect of the job of government school teachers and private school teachers” gets rejected.

**Findings:** The present study found that there is significant difference in the mean score of intrinsic aspect of the job of secondary school teachers with respect to locality and type of management. The mean score of government school teachers (15.3) is found to be higher than private school teachers (13.2). However, it is found that there is significant difference in the mean score of intrinsic aspect of the job of secondary school teachers with respect to gender.

## **2. Job Satisfaction: Salary, Promotional avenues and service conditions**

**Sub-Hypothesis 3(b):** There is no significant difference in the mean scores of salary, promotional avenues and service conditions of secondary school teachers with respect to gender, locality and type of management

**Table -4.17: Showing differences(t-value) in Salary, Promotional avenues and service conditions**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
<b>Salary, Promotional Avenues and Service Conditions</b>	<b>Male</b>	130	18.77	4.74	0.63	0.85	<b>Not Significant</b>
	<b>Female</b>	104	19.31	4.98			
	<b>Rural</b>	143	19.35	4.6	0.65	1.26	<b>Not Significant</b>
	<b>Urban</b>	91	18.53	5.1			
	<b>Govt.</b>	89	19.4	4.84	0.64	0.92	<b>Not Significant</b>
	<b>Private</b>	145	18.81	4.8			

**Interpretation:** From the above table-4.17, it is evident that there is no significant difference in the mean score of salary, promotional avenues and service conditions of male and female secondary school teachers. The calculated t-value between their mean differences is 0.85, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of salary, promotional avenues and service conditions of male and female secondary school teachers” gets accepted.

There is no significant difference in the mean score of salary, promotional avenues and service conditions of rural school teachers and urban school teachers. The calculated t-value 1.26 is lower than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of salary, promotional avenues and service conditions of rural school teachers and urban school teachers” gets accepted.

There is no significant difference in the mean score of salary, promotional avenues and service conditions as perceived by government school teachers and private school teachers. The calculated t-value 0.92 is lower than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of salary, promotional avenues and service conditions of government school teachers and private school teachers” gets accepted.

**Findings:** The present study found that there is no significant difference in the mean scores of salary, promotional avenues and service conditions of secondary school teachers with respect to gender, locality and type of management.

### 3.Job Satisfaction: Physical Facilities

**Sub-Hypothesis 3(c):** There is no significant difference in the mean score of physical facilities of secondary school teachers with respect to gender, locality and type of management

**Table- 4.18: Showing differences(t-value)in Physical Facilities**

Variable	Group	N	Mean	SD	SED	t-value	Remark
Physical Facilities	Male	130	20.23	5.93	0.76	1.07	Not Significant
	Female	104	21.05	5.78			
	Rural	143	21.73	5.57	0.77	3.68	Significant
	Urban	91	18.89	5.93			
	Govt.	89	23.23	5.67	0.75	5.61	Significant
	Private	145	19.02	5.41			

**Interpretation:** From the above table-4.18, it is evident that there is no significant difference in the mean score of physical facilities of male and female secondary school teachers. The calculated t-value between their mean differences is 1.07, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of physical facilities of male and female secondary school teachers” gets accepted.

There is significant difference in the mean score of physical facilities of rural school teachers and urban school teachers. The calculated t-value 3.68 is higher than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is significant difference in the mean score of physical facilities of rural school teachers and urban school teachers” gets rejected.

There is significant difference in the mean score of physical facilities of government school teachers and private school teachers. The calculated t-value 5.61 is higher than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is significant difference in the mean score of physical facilities of government school teachers and private school teachers” gets rejected.

**Findings:** The present study found that there is significant difference in the mean score of physical facilities of the secondary school teachers with respect to locality and type of

management. The mean score of government school teachers (23.23) is found to be higher than the private school teachers (19.02). However, it is found that there is no significant difference in the mean score of physical facilities of the secondary school teachers with respect to gender.

#### 4. Job Satisfaction: Institutional Plans and Policies

**Sub-Hypothesis 3(d):** There is no significant difference in the mean score of institutional plans and policies of secondary school teachers with respect to gender, locality and type of management

**Table-4.19: Showing differences(t-value) in Institutional Plans and Policies**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
<b>Institutional Plans and Policies</b>	<b>Male</b>	130	11.52	3.23	0.40	0.65	<b>Not Significant</b>
	<b>Female</b>	104	11.78	2.93			
	<b>Rural</b>	143	12.07	3.07	0.4	2.8	<b>Significant</b>
	<b>Urban</b>	91	10.95	3.04			
	<b>Govt.</b>	89	12.3	3.12	0.41	2.63	<b>Significant</b>
	<b>Private</b>	145	11.15	3.02			

**Interpretation:** From the above table-4.19, it is evident that there is no significant difference in the mean score of institutional plans and policies of male and female secondary school teachers. The calculated t-value between their mean differences is 0.65, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of institutional plans and policies of male and female secondary school teachers” gets accepted.

There is significant difference in the mean score of institutional plans and policies of rural school teachers and urban school teachers. The calculated t-value 2.8 is higher than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is significant difference in the mean score of institutional plans and policies of rural school teachers and urban school teachers” gets rejected.

There is significant difference in the mean score of institutional plans and policies of government school teachers and private school teachers. The calculated t-value 2.63 is higher than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis

“There is significant difference in the mean score of institutional plans and policies of government school teachers and private school teachers” gets rejected.

**Findings:** The present study found that there is significant difference in the mean score of institutional plans and policies of secondary school teachers with respect to locality and type of management. The mean score of government school teachers (12.3) is found to be slightly higher than the private school teachers (11.22). However, it is found that there is no significant difference in the mean score of institutional plans and policies of the secondary school teachers with respect to gender.

## 5. Job Satisfaction: Satisfaction with Authorities

**Sub-Hypothesis 3(e):** There is no significant difference in the mean score of satisfaction with authorities of secondary school teachers with respect to gender, locality and type of management

**Table-4.20: Showing differences(t-value)in Satisfaction with Authorities**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
Satisfaction with Authorities	Male	130	11.04	3.23	0.43	0.48	Not Significant
	Female	104	10.83	3.39			
	Rural	143	10.87	3.16	0.42	0.45	Not Significant
	Urban	91	11.06	3.44			
	Govt.	89	11.03	3.4	0.44	0.27	Not Significant
	Private	145	10.91	3.21			

**Interpretation:** From the above table-4.20, it is evident that there is no significant difference in the mean score of satisfaction with authorities of male and female secondary school teachers. The calculated t-value between their mean differences is 0.48, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of satisfaction with authorities of male and female secondary school teachers” gets accepted.

There is no significant difference in the mean score of satisfaction with authorities of rural school teachers and urban school teachers. The calculated t-value 0.45 is lower than the

criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of satisfaction with authorities of rural school teachers and urban school teachers” gets accepted.

There is no significant difference in the mean score of satisfaction with authorities of government school teachers and private school teachers. The calculated t-value 0.27 is lower than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of satisfaction with authorities of government school teachers and private school teachers” gets accepted.

**Findings:** The present study found that there is no significant difference in the mean score of satisfaction with authorities of secondary school teachers with respect to gender, locality and type of management.

## 6. Job Satisfaction: Satisfaction with Social Status and Family Welfare

**Sub-Hypothesis 3(f):** There is no significant difference in the mean score of satisfaction with social status and family welfare of secondary school teachers with respect to gender, locality and type of management

**Table-4.21: Showing differences(t-value) in Satisfaction with Social Status and Family Welfare**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
Satisfaction with Social Status and Family welfare	Male	130	10.56	3.22	0.38	0.05	Not Significant
	Female	104	10.58	2.94			
	Rural	143	10.51	2.93	0.42	0.42	Not Significant
	Urban	91	10.69	3.35			
	Govt.	89	10.76	2.85	0.4	0.75	Not Significant
	Private	145	10.46	3.23			

**Interpretation:** From the above table-4.21, it is evident that there is no significant difference in the mean score of satisfaction with social status and family welfare of male and female secondary school teachers. The calculated t-value between their mean differences is 0.05, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null



hypothesis “There is no significant difference in the mean score of satisfaction with social status and family welfare of male and female secondary school teachers” gets accepted.

There is no significant difference in the mean score of satisfaction with social status and family welfare of rural school teachers and urban school teachers. The calculated t-value 0.42 is lower than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of satisfaction with social status and family welfare of rural school teachers and urban school teachers” gets accepted.

There is no significant difference in the mean score of satisfaction with social status and family welfare of government school teachers and private school teachers. The calculated t-value 0.75 is lower than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of satisfaction with social status and family welfare of government school teachers and private school teachers” gets accepted.

**Findings:** The present study found that there is no significant difference in the mean score of satisfaction with social status and family welfare of secondary school teachers with respect to gender, locality and type of management.

## 7. Job Satisfaction: Rapport with Students

**Sub-Hypothesis 3(g):** There is no significant difference in the mean score of rapport with students of secondary school teachers with respect to gender, locality and type of management.

**Table-4.22: Showing differences(t-value) in Rapport with Students**

Variable	Group	N	Mean	SD	SED	t-value	Remark
Rapport with Students	Male	130	12.13	3.18	0.41	0.53	Not Significant
	Female	104	11.91	3.25			
	Rural	143	12.12	3.1	0.42	0.57	Not Significant
	Urban	91	11.88	3.39			
	Govt.	89	12.56	3.19	0.42	2.05	Significant
	Private	145	11.7	3.19			

**Interpretation:** From the above table-4.22, it is evident that there is no significant difference in the mean score of rapport with students of male and female secondary school teachers. The calculated t-value between their mean differences is 0.53, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of rapport with students of male and female secondary school teachers” gets accepted.

There is no significant difference in the mean score of rapport with students of rural school teachers and urban school teachers. The calculated t-value 0.57 is lower than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of rapport with students of rural school teachers and urban school teachers” gets accepted.

There is significant difference in the mean score of rapport with students as perceived by government school teachers and private school teachers. The calculated t-value 2.05 is higher than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of rapport with students of government school teachers and private school teachers” gets rejected.

**Findings:** The present study found that there is a significant difference in the mean score of rapport with students of secondary school teachers with respect to type of management. The mean score of government school teachers (12.56) are found to be higher than private school teachers (11.7). However, no significant difference is found in the mean scores of rapport with students of secondary school teachers with respect to gender and locality.

## **8. Job Satisfaction: Relationship with Co-workers**

**Sub-Hypothesis 3(h):** There is no significant difference in the mean score of relationship with co-workers of secondary school teachers with respect to gender, locality and type of management

**Table-4.23: Showing differences(t-value) in Relationship with Co-workers**

Variable	Group	N	Mean	SD	SEd	t-value	Remark
Relationship with Co-workers	Male	130	9.36	3.37	0.36	0.69	Not Significant
	Female	104	8.75	2.49			
	Rural	143	8.98	2.98	0.4	0.77	Not Significant
	Urban	91	9.29	3.08			
	Govt.	89	8.41	2.93	0.38	2.92	Significant
	Private	145	9.52	3.0			

**Interpretation:** From the above table-4.23, it is evident that there is no significant difference in the mean score of relationship with co-workers of male and female secondary school teachers. The calculated t-value between their mean differences is 0.69, which is lower than the criterion t-value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of relationship with co-workers of male and female secondary school teachers” gets accepted.

There is no significant difference in the mean score of relationship with co-workers of rural school teachers and urban school teachers. The calculated t-value 0.77 is lower than the criterion t-value 1.97 at 0.05 level of significance. Thus, the null hypothesis “There is no significant difference in the mean score of relationship with co-workers of rural school teachers and urban school teachers” gets accepted.

There is significant difference in the mean score of relationship with co-workers of government school teachers and private school teachers. The calculated t-value 2.92 is higher than the table value 1.97 at 0.05 level of significance with 232 df. Thus, the null hypothesis “There is no significant difference in the mean score of relationship with co-workers of government school teachers and private school teachers” gets rejected.

**Findings:** The present study found that there is significant difference in the mean score of relationship with co-workers of government school teachers and private school teachers. The mean score of private school teachers (9.52) is found to be higher than the government school

teachers (8.41). However, it is found that there is no significant difference in the mean score of relationship with co-workers of secondary school teachers with respect to gender and locality.

#### **SECTION-D: Organizational Climate and Job Satisfaction**

**Objective-4:** To determine the relationship of organizational climate and job satisfaction of secondary school teachers

**Hypothesis 4:** There exists no significant relationship between organizational climate and job satisfaction of secondary school teachers.

**Table-4.24: Co-efficient of Correlation between Organizational Climate (total score) and Job Satisfaction (total score) of Secondary School Teachers in Lower Subansiri district of Arunachal Pradesh**

<b>Sl. No.</b>	<b>Variables</b>	<b>Correlation (r)</b>	<b>Interpretation</b>
1.	<b>Organizational Climate and Job Satisfaction</b>	-0.021	Very Low Negative Correlation

**Findings:** The table-4.24 shows the co-efficient of correlation between organizational climate and job satisfaction (-0.021). This value indicated very low negative correlation which indicated that the relationship between the two variables is negligible.

#### **4.4 Relationship between Organizational Climate (factor-wise) and Job Satisfaction (job factors)**

Co-efficient of Correlation between organizational Climate (factor-wise) and job satisfaction (job factors) has been made separately which has been shown in the following table-4.25, 4.26, 4.27 and 4.28.

**Table-4.25: Co-efficient of Correlation between Organizational Climate (Factor A) and Job Satisfaction (job factors) of Secondary School Teachers in Lower Subansiri district of Arunachal Pradesh**

<b>Factor A of Organizational Climate</b>	<b>Factors of Job Satisfaction (job factors)</b>	<b>Correlation (r)</b>	<b>Interpretation</b>
<b>Results, rewards &amp; interpersonal relations</b>	<b>a) Intrinsic Aspect of the job</b>	0.079	Very low Positive Correlation
	<b>b) Salary, promotional avenues and service condition</b>	0.053	Very Low Positive Correlation
	<b>c) Physical Facilities</b>	0.049	Very Low Positive Correlation
	<b>d) Institutional Plans and policies</b>	0.036	Very Low Positive Correlation
	<b>e) Satisfaction with authorities</b>	0.007	Very Low Positive Correlation
	<b>f) Satisfaction with social status and family welfare</b>	0.073	Very Low Positive Correlation
	<b>g) Rapport with student</b>	-0.050	Very Low Negative Correlation
	<b>h) Rapport with Co-workers</b>	0.009	Very Low Positive Correlation

**Findings:** The table-4.25 shows that the co-efficient correlation between results, rewards & interpersonal relations and intrinsic aspect of the job showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between results, rewards & interpersonal relations and salary, promotional avenues and service condition showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between results, rewards & interpersonal relations and physical facilities showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between results, rewards & interpersonal relations and institutional plans and policies of job satisfaction showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between results, rewards & interpersonal relations and Satisfaction with authorities showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between results, rewards & interpersonal relations and satisfaction with social status and family welfare showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between results, rewards & interpersonal relations and rapport with students showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between results, rewards & interpersonal relations and rapport with co-workers showed very low positive correlation which indicates that the relationship between the two variables is negligible.

**Table-4.26: Co-efficient of Correlation between Organizational Climate (Factor B) and Job Satisfaction (job factors) of Secondary School Teachers in Lower Subansiri district of Arunachal Pradesh**

<b>Factor B of Organizational Climate</b>	<b>Factors of Job Satisfaction(job factors)</b>	<b>Correlation (r)</b>	<b>Interpretation</b>
<b>Organizational Processes</b>	<b>a)Intrinsic Aspect of the job</b>	-0.125	Very Low Negative Correlation
	<b>b) Salary, promotional avenues and service condition</b>	-0.005	Very Low Negative Correlation
	<b>c)Physical Facilities</b>	-0.095	Very Low Negative Correlation
	<b>d)Institutional Plans and policies</b>	-0.107	Very Low Negative Correlation
	<b>e)Satisfaction with authorities</b>	-0.041	Very Low Negative Correlation
	<b>f)Satisfaction with social status and family welfare</b>	-0.121	Very Low Negative Correlation
	<b>g)Rapport with student</b>	-0.102	Very Low Negative Correlation
	<b>h)Rapport with Co-workers</b>	-0.049	Very Low Negative Correlation

**Findings:** The table-4.26 shows that the co-efficient correlation between organizational processes and intrinsic aspect of the job showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between organizational processes and salary, promotional avenues and service condition showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between organizational processes and physical facilities of showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between organizational processes and institutional plans and policies showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between organizational processes and Satisfaction with authorities showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between organizational processes and satisfaction with social status and family welfare showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between organizational processes and rapport with students showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between organizational processes and rapport with co-workers showed very low negative correlation which indicates that the relationship between the two variables is negligible.



**Table-4.27: Co-efficient of Correlation between Organizational Climate (Factor C) and Job Satisfaction (job factors) of Secondary School Teachers in Lower Subansiri district of Arunachal Pradesh**

<b>Factor C of Organizational Climate</b>	<b>Factors of Job Satisfaction ( job factors)</b>	<b>Correlation (r)</b>	<b>Interpretation</b>
<b>Clarity of roles sharing of information</b>	<b>a) Intrinsic Aspect of the job</b>	-0.005	Very Low Negative Correlation
	<b>b)Salary, promotional avenues and service condition</b>	0.029	Very Low Positive Correlation
	<b>c)Physical Facilities</b>	-0.138	Very Low Negative Correlation
	<b>d)Institutional Plans and policies</b>	-0.048	Very Low Negative Correlation
	<b>e)Satisfaction with authorities</b>	0.040	Very Low Negative Correlation
	<b>f)Satisfaction with social status and family welfare</b>	-0.015	Very Low Negative Correlation
	<b>g)Rapport with student</b>	-0.022	Very Low Negative Correlation
	<b>h)Rapport with Co-workers</b>	0.005	Very Low Positive Correlation

**Findings:** The table-4.27 shows that the co-efficient correlation between clarity of roles & sharing of information and intrinsic aspect of the job showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between clarity of roles & sharing of information and salary, promotional avenues and service condition showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between clarity of roles & sharing of information and physical facilities showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between clarity of roles & sharing of information and institutional plans and policies showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between clarity of roles & sharing of information and Satisfaction with authorities showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between clarity of roles & sharing of information and satisfaction with social status and family welfare showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between clarity of roles & sharing of information and rapport with students showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between clarity of roles & sharing of information and rapport with co-workers showed very low negative correlation which indicates that the relationship between the two variables is negligible.

**Table-4.28: Co-efficient of Correlation between Organizational Climate (Factor D) and Job Satisfaction (Job Factors) of Secondary School Teachers in Lower Subansiri district of Arunachal Pradesh**

<b>Factor D of Organizational Climate</b>	<b>Factors of Job Satisfaction (Job Factors)</b>	<b>Correlation (r)</b>	<b>Interpretation</b>
<b>Altruistic behavior</b>	<b>a)Intrinsic Aspect of the job</b>	-0.038	Very Low Negative Correlation
	<b>b)Salary, promotional avenues and service conditions</b>	-0.004	Very Low Negative Correlation
	<b>c)Physical Facilities</b>	0.019	Very Low Positive Correlation
	<b>d)Institutional Plans and policies</b>	-0.034	Very Low Negative Correlation
	<b>e)Satisfaction with authorities</b>	-0.093	Very Low Negative Correlation
	<b>f)Satisfaction with social status and family welfare</b>	-0.146	Very Low Negative Correlation
	<b>g)Rapport with students</b>	0.037	Very Low Positive Correlation
	<b>h)Relationship with Co-workers</b>	-0.057	Very Low Negative Correlation

**Findings:** The table-4.28 shows that the co-efficient correlation between altruistic behaviour and intrinsic aspect of the job showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between altruistic behavior and salary, promotional avenues and service condition showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between altruistic behavior and physical facilities showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between altruistic behavior and institutional plans and policies showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between altruistic behavior and Satisfaction with authorities showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between altruistic behavior and satisfaction with social status and family welfare showed very low negative correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between altruistic behavior and rapport with students showed very low positive correlation which indicates that the relationship between the two variables is negligible.

The co-efficient correlation between altruistic behavior and rapport with co-workers showed very low negative correlation which indicates that the relationship between the two variables is negligible.

#### **SECTION– E: Comparison of organizational climate based on job satisfaction level**

**Objective 5:** To compare the Organizational Climate as perceived by secondary school teachers grouped on Job Satisfaction level as

- a) Low and average level of satisfaction

- b) Average and high level of satisfaction
- c) High and low level of satisfaction

**Objective 5. (a)** Low and Average level of satisfaction

**Table-4.29: Comparison of Low and Average level of satisfaction of Organizational Climate grouped on Job Satisfaction level**

Sl.No	N	Job Satisfaction level	Mean (Organizational Climate)
1	227	Low	90.25
2	6	Average	94.5

**Interpretation:** From the above Table-4.29, out of 234 teachers it is found that there are 227 teachers having low level of job satisfaction and 6 teachers are having average level of job satisfaction. Teachers of average level job satisfaction (M=94.5) are found to have more favourable organizational climate with respect to results, rewards & interpersonal relations, organizational processes, clarity of roles and sharing of information and altruistic behaviour than the teachers of low level job satisfaction (M=90.25).

**Objective 5. (b)** Average and High level of satisfaction

**Table-4.30: Comparison of Average and High level of satisfaction of Organizational Climate grouped on Job Satisfaction level**

Sl.No	N	Job Satisfaction level	Mean (Organizational Climate)
1	6	Average	94.5
2	1	High	69

**Interpretation:** From the above table-4.30, it is found that there is 1 teacher having high level of job satisfaction and 6 teachers are having average level of job satisfaction. Teachers of average level job satisfaction(M=94.5) are found to have favourable organizational climate with respect to results, rewards & interpersonal relations, organizational processes, clarity of roles and sharing of information and altruistic behaviour than the teachers of high level job satisfaction(M=69).

**Objective 5. (c)** High and Low level of satisfaction

**Table-4.31: Comparison of High and Low level of satisfaction of Organizational Climate grouped on Job Satisfaction level**

Sl.No	N	Job Satisfaction level	Mean (Organizational Climate)
1	1	High	69
2	227	Low	90.25

**Interpretation:** From the above table-4.31, it is found that there is 1 teacher having high level of job satisfaction and 227 teachers are having low level of job satisfaction. Teachers of high level job satisfaction are found to have less favourable organizational climate with respect to results, rewards & interpersonal relations, organizational processes, clarity of roles and sharing of information and altruistic behaviour than the teachers of low level job satisfaction.

From the above comparison, it is clear that higher the job satisfaction level of teachers higher the favourable climate.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### 5.0 Introduction

This chapter presents the brief summary of the present study, the major findings, educational implications and suggestions for further studies.

The previous chapter analysed the collected data on the basis of objectives and hypotheses. The analysis helps to compare the result with similar studies related to secondary school teachers and students. The major aim of the study was to examine the organizational climate of secondary school teachers, job satisfaction of secondary school teachers, relationship between organizational climate and job satisfaction of secondary school teachers, to study socio-emotional school climate as perceived by secondary school students of Lower Subansiri district of Arunachal Pradesh.

#### Organizational Climate

Organizational climate is the perception of the members towards their organization. It is the collective view of the people within the organization as to the nature of their work environment. Organizational climate of an educational institution is the product of the relationships between the headmasters and staffs, between teachers and their students and the teachers among themselves. Organizational climate is the concept “perceived” by employees which depends on value judgment which can vary greatly from person to person. It has positive and negative effects on people’s behavior in the work place. Organizational climate mediates in the confrontation between individuals and the organizational situation.

#### Job Satisfaction

Job Satisfaction is the perception by an individual about his or her work. Job satisfaction refers to a combination of positive and negative feelings of an individual towards his own job. **Locke(1976)** said that job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience. Job satisfaction is employees’ sense of achievement and success in a particular job. It is directly associated with productivity and personal well-being. Job satisfaction implies enthusiasm and happiness of an individual with ones’ work. Job

satisfaction is the key component that leads to recognition, income, promotion and the achievement of goals that lead a feeling of fulfilment(Diener et.al.,2003).

## 5.1 Rationale of the study

Organization in the 21st century deals with more challenges than ever before. These challenges are not distinct to any specific organization, but it affects all organization, regardless of their structure and size. An organizational climate in a particular organization is constantly challenged by the increasing number of changes (issues and problems) impacting on organizations today. These changes are based on restructures, mergers and acquisitions, technological trends, political and international trends, increased competition as well as the local and international economy. If these changes are not managed properly by the organization, it could result change in the behavior and perception of individuals employed in the organization, which could lead to decreased motivation, employee dissatisfaction, increased turnover and absenteeism and thus a decline in organizational performance. The main objective is to determine factors in the organizational climate that would cause job satisfaction among academic staff. The study is important as it will highlight the factors that secondary school teachers view as improving the quality of job satisfaction within their organizational climate. The research will be helpful to the schools in improving the teacher's morale and deliver job satisfaction. A teacher who achieves success in his or her job and whose needs are met in the work place would be a happy employee that would make great effort to maintain excellence in the school.

**Watkin and Hubbard (2003)** hold that climate does make a difference to an organization's performance because "it indicates how energizing the work environment is for employees". **Schultheis et.al (2006)** found that overall climate in a work unit does influence individual satisfaction. This finding is also supported by **Pan and Quinn (2007)** who also found that school organizational climate is significantly correlated with teacher's job satisfaction. **Georgia (2008)** made an attempt to explore and analyze secondary school students' perceptions of school climate in three areas viz., the physical, social and learning environment of the school. The major findings concerning the three areas of school climate indicate that students were moderately satisfied with the climate prevailing in their school. The study revealed that the lowest mean was given to social environment, the second highest to physical environment and the highest score to learning environment. In another study, **Kaur (2011)** explored the impact of gender and school climate in psychological hardiness and its dimensions among adolescents. The findings indicated that the significant main effects of gender and school climate are dependent on



each other to explain control, challenge and psychological hardiness among adolescents. Although several studies have been taken up by different researchers in India and abroad, no such study had been taken up in the state of Arunachal Pradesh. Thus the present study is important. The study of organizational climate of schools and job satisfaction of teachers of secondary school will give an idea to the management about the climate of the institution and job satisfaction of teachers in relation to gender, age, locality. The quality of instruction received by the students may be impacted by the level of job satisfaction a teacher experiences will have significant implications on management of schools and research.

## **5.2 Statement of the Problem**

The Problem under study is stated as, “**Organizational Climate of Schools and Job Satisfaction of Teachers: A Study of Secondary Schools in Lower Subansiri District of Arunachal Pradesh**”

## **5.3 Objectives of the Study**

The following are the main objectives for the present study:

- i. To study the organizational climate as perceived by the secondary school teachers.
- ii. To study the school climate as perceived by the secondary school students.
- iii. To study the job satisfaction level of secondary school teachers.
- iv. To determine the relationship of organizational climate and job satisfaction of secondary school teachers.
- v. To compare the organizational climate as perceived by secondary school teachers grouped on job satisfaction level as
  - (a) Low and average level of satisfaction
  - (b) Average and high level of satisfaction
  - (c) High and low level of satisfaction

## **5.4 Hypotheses of the Study**

The following hypotheses are framed in view of the above stated objectives.

- i. There is no significant difference in the mean score of organizational climate as perceived by secondary school teachers with respect to their gender, locality and type of management of schools.
- ii. There is no significant difference in the mean score of school climate as perceived by secondary school students with respect to their gender, locality and type of management of schools.
- iii. There is no significant difference in the mean score of job satisfaction of secondary school teachers with respect to their gender, locality and type of management of schools.
- iv. There exists no significant relationship between organizational climate and job satisfaction of secondary school teachers.

### **5.5 Delimitations of the study**

The present study was delimited to:

- i. Class IX and X students of secondary school in Lower Subansiri district of Arunachal Pradesh
- ii. Teachers teaching at secondary school level only

### **5.6 Methodology**

Descriptive cum survey research study was adopted for the present study to study the organizational climate of schools and job satisfaction of teachers of secondary schools in Lower Subansiri district of Arunachal Pradesh. The population of the study included all the secondary schools of Lower Subansiri districts of Arunachal Pradesh. The researcher selected 234 secondary school teachers and 1433 secondary school students from the 21 secondary schools by adopting random sampling technique.

The following tools were used for the collection of data in the present study.

- i. Organizational Climate Scale developed by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar
- ii. Socio-Emotional School Climate Inventory developed by Renuka Kumari Sinha and Rajni Bhargava
- iii. Job Satisfaction Scale for Primary and Secondary School Teachers developed by Meera Dixit

In order to study the organizational climate of schools and job satisfaction of teachers, suitable statistical technique like Mean, Standard Deviation, t-test and Pearson's correlation were used for analysis and interpretation of data.

## **5.7 Major findings of the study**

The major findings of the present study are presented under the following:

### **Objective-1: To study the organizational climate as perceived by Secondary school teachers**

1. The table-4.1 indicated that the overall mean score 90.26 shows favourable (normal range) climate of secondary school teachers. Similarly, favourable (normal range) climate is indicated in all four factors of organizational climate of secondary school teachers as given in the interpretation of scores in Organizational Climate Scale (OCS).
2. The table-4.3 indicated found that there is no significant difference in the mean score of organizational climate as perceived by the secondary school teachers with respect to gender, locality and type of management.
3. The table-4.4, revealed that rural school teachers and urban school teachers differ significantly. Rural school teachers (38.63) had more favorable climate than urban school teachers (36.48) towards results, rewards and interpersonal relations. The study indicated that rural teachers help each other and their hard work is also rewarded, encouraged and supported for doing new tasks in their organization. Superiors are also very friendly with their subordinate.
4. The table-4.5 revealed that government school teachers and private school teachers differ significantly. Private school teachers (32.69) had more favorable climate than the government school teachers (30.75) towards organizational processes. This indicated that private teachers felt encouraged to develop individually and also as a team. Resources are also made available for achieving organizational objectives, even problems are dealt with empathy and consulted before taking decision. Private teachers trust each other's ability and communication channels are open for every people working in different areas in the organization.
5. The table-4.6 revealed that there is no significant difference in the mean score of clarity of roles and sharing information as perceived by secondary school teachers with respect to gender, locality and type of management. This indicated that the roles of the teachers are

clearly defined and new ideas are being encouraged between the teachers in the organization.

6. The table-4.7 revealed that there is no significant difference in the mean score of altruistic behavior as perceived by secondary school teachers with respect to gender, locality and type of management. The results indicated that the teachers help each other in the organization.

**Objective-2: To study the school climate as perceived by secondary school teachers**

1. The table-4.8 shows the overall scores of school climate along with the two dimension which are (i) social climate (ii) emotional climate. The overall score 37.69 shows unfavourable climate of secondary school students of Lower Subansiri district of Arunachal Pradesh.
2. The table-4.10 revealed that there is no significant difference in the mean score of school climate with respect to gender. However, significant difference was found in the mean score of school climate with respect to locality and type of management. The mean score of private school students (39.46) was found to be higher which means they have more favorable climate than government school students (35.4). Similarly, it was found that urban school students (39.36) had more favorable climate than rural school students (35.82). This indicated that private school students and urban school students felt good academic programmes, extra-curricular activities, socio-academic interactions between students and teachers, students and students, students and administrators.
3. The table-4.11 revealed that there is significant difference in the mean score of social climate as perceived by secondary school students with respect to locality and type of management. It was found that the mean score of urban school students (17.81) was found to be higher than the rural school students (15.15) which indicated more favorable social climate. The results indicated that the urban school students and private school students mean score were higher than rural school students and government school students which indicated that the students are encouraged to participate in extracurricular activities and also socio-academic interaction between students and administrators are also held.
4. The table-4.12 revealed that there is significant difference in the mean score of emotional climate with respect to locality and type of management. However, no significant difference was found in the mean scores of emotional climate with respect to gender. The

results indicated that urban school students and private school students showed high favorable emotional climate as the students felt that the principal is very careful about discipline. The principal and teachers respect each other. The students are also proud of their school.

### **Objective- 3: To study the job satisfaction level of secondary school teachers**

1. The table-4.13 shows the overall scores of job satisfaction along with the eight job factors. The overall mean scores 107.21 shows very low degree of satisfaction of secondary school teachers in Lower Subansiri district of Arunachal Pradesh.
2. The table-4.15 revealed that there is significant difference in the mean score of job satisfaction of the secondary school teachers with respect to locality and type of management. The mean score of government school teachers (112.75) is found to be higher than the private school teachers (103.81). However, it is found that there is no significant difference in the mean score of job satisfaction of secondary school teachers with respect to gender.
3. The table-4.16 found that there is significant difference in the mean score of intrinsic aspect of the job of secondary school teachers with respect to locality and type of management. However, it is found that there is significant difference in the mean score of intrinsic aspect of the job of secondary school teachers with respect to gender. The mean scores of government school teachers (15.3) is found to be higher than private school teachers (13.2). This indicated that the government school teachers derive pleasure from teaching, feel a sense of dignity in the job and have opportunities for advancement in teaching profession.
4. The table-4.17 found that there is no significant difference in the mean score of salary, promotional avenues and service conditions of secondary school teachers with respect to gender, locality and type of management. The results indicated that there were opportunities for promotion and opportunities to get extra payment for extra work besides regular teaching in the organization.
5. The table-4.18 found that there is significant difference in the mean score of physical facilities of the secondary school teachers with respect to locality and type of management. However, it is found that there is no significant difference in the mean score of physical facilities of the secondary school teachers with respect to gender. The mean score of government school teachers (23.23) is found to be higher than the private

school teachers (19.02). However, it is found that there is no significant difference in the mean score of physical facilities of the secondary school teachers with respect to gender. This indicated that the government school teachers felt that the location of the school is suitable to work. Proper arrangement for light and ventilation, laboratories are well equipped.

6. The table-4.19 found that there is significant difference in the mean score of institutional plans and policies of secondary school teachers with respect to locality and type of management. However, it is found that there is no significant difference in the mean score of institutional plans and policies of the secondary school teachers with respect to gender. The mean score of government school teachers (12.3) are found to be slightly higher than the private school teachers (11.22). The results indicated that the government school teachers felt that they have opportunities to express their own opinion in any organizational matters. They have freedom to plan their own work in the job and besides teaching-learning programme, teachers have scope to participate in games and in various co-curricular activities.
7. The table-4.20 found that there is no significant difference in the mean score of satisfaction with authorities of secondary school teachers with respect to gender, locality and type of management. This indicated that secondary school teachers felt that the head of the institution is an impartial person and takes care of the welfare of the institution. They also receive appreciation for their good work from their superiors.
8. The table-4.21 found that there is no significant difference in the mean score of satisfaction with social status and family welfare of secondary school teachers with respect to gender, locality and type of management. This indicated that secondary school teachers felt being in teaching job is a very respectful place in the community. They have time to spend time for recreation and looking after the welfare of the family. The standard of living is able to maintain with their total emoluments.
9. The table-4.22 found that there is a significant difference in the mean score of rapport with students of secondary school teachers with respect to type of management. The mean score of government school teachers (12.56) are found to be higher than private school teachers (11.7). This indicated that government school teachers get proper opportunities to develop proper understanding with parents of the students. There also exists good relationships between teachers and students in the institution.

10. The table-4.23 found that there is significant difference in the mean score of relationship with co-workers of government school teachers and private school teachers. The mean score of private school teachers (9.52) is found to be higher than the government school teachers (8.41). This indicated that private school teachers work with cooperation, develop good rapport and they are always ready to render their help to fellow teachers

**Objective-4: To determine the relationship of organizational climate and job satisfaction of secondary school teachers**

1. The table-4.24 shows that the co-efficient of correlation between organizational climate and job satisfaction (-0.021) which showed very low negative correlation which indicated negligible relationship between the two variables.
2. The table-4.25 shows that the co-efficient of correlation between organizational climate (factor-A) and job satisfaction (job factors) which indicated very low positive and negative correlation which indicated negligible relationship.
3. The table-4.26 shows that the co-efficient of correlation between organizational climate (factor-B) and job satisfaction (job factors) which indicated very low negative correlation which indicated negligible relationship.
4. The table-4.27 shows that the co-efficient of correlation between organizational climate (factor-C) and job satisfaction (job factors) which indicated very low positive and negative correlation which indicated negligible relationship.
5. The table-4.28 shows that the co-efficient of correlation between organizational climate (factor-D) and job satisfaction (job factors) which indicated very low positive and negative correlation which indicated negligible relationship.

**Objective-5: To compare the Organizational Climate as perceived by secondary school teachers grouped on Job Satisfaction level as**

- a) Low and average level of satisfaction
- b) Average and high level of satisfaction
- c) High and low level of satisfaction

1. The table-4.29, indicated teachers of average level job satisfaction(M=94.5) have more favourable organizational climate with respect to results, rewards & interpersonal relations, organizational processes, clarity of roles and sharing of information and altruistic behaviour than the teachers of low level job satisfaction(M=90.25).
2. On the basis of table 4.30, it was revealed that teachers of average level job satisfaction(M=94.5) have more favourable organizational climate than the teachers of high level job satisfaction(M=69).
3. From the table-4.31, the results revealed teachers of high level job satisfaction have less favorable organizational climate than the teachers of low level job satisfaction(M=90.25).

From comparison, it was clear that teachers of average job satisfaction level perceived the organizational climate more favorable than that of those teachers whose job satisfaction level are high and low.

## 5.8 Discussion of Findings

The discussion of research findings is based on the data analyses and the four tested hypotheses. The present study analysed the organizational climate of schools and job satisfaction of teachers working in different secondary schools of Lower Subansiri district of Arunachal Pradesh.

The results of the present study indicated that male and female secondary school teachers did not differ significantly in their organizational climate which is similar to the findings of **Alam(2018)**, and it contradicts the findings of **Khera (1980)**. Similarly, no significant difference was indicated between government and private school teachers in the organizational climate of teachers which shares similar findings with **Josh (1980)**, **Mehrotra (2002)**, **Olorunsola (2012)**, **Vedavathi (2017)** but it contradicts the findings of **Lenka (2015)** who reported difference in organizational climate as perceived by government and private teachers. Moreover, the present study revealed no significant difference in organizational climate as perceived by rural and urban school teachers which is supported by the findings of **Babulal(2012)**. When comparison is made between government and private secondary teachers with regard to various factors of organizational climate, it revealed no significant difference was found in three factors except in one factor that is the organizational process. However, in the findings of **Swargiary & Adhhikary (2018)** private school teachers showed high clarity of roles and sharing information among the staff members.



With regard to the findings of school climate as perceived by secondary school students. The overall result of the present study indicated unfavourable school climate. The social and emotional climate are found to be unfavourable. Further comparison has been made with respect to gender, locality and management of school, the findings of the present study indicated no significant difference with respect to gender which is similar with the findings of **Nath(2008)**. However, the results of the present study indicated that government and private secondary school students, students from urban and rural locality differ significantly in school climate. The findings relating to government and private secondary school students was supported by the findings of **Saikia & Goswami (2008)**, **Bhat & Mir (2018)**. Comparing the social and emotional factors of school climate, the results indicated that no significant difference was found between male and female students. However, significant difference was indicated between rural and urban, government and private secondary school students. The present findings relating to the difference between rural and urban school students in social climate is supported by the finding of **Singh & Chikara (2005)**.

The findings of the present study with regard to job satisfaction of secondary school teachers revealed no significant difference between male and female secondary school teachers which is similar with the findings of **Crossman & Harris (2006)**, **Gupta & Gehlawat (2013)**, **Lalita (2013)**, **Ravat & Modi (2013)**, **Bala (2015)**, **Rao (2015)**, **Ghavifekr & Pillai (2016)** and **Roy & Halder (2018)**. Female teachers were more satisfied with their jobs than male teachers as supported by the findings of **Garanayak (1963)**, **Lavingia (1974)**, **Lortie (1995)**, **Rajmmal (1978)**, **Venkata & Ramakrishaiiah (1981)**, **Beegam & Dharmangadam (2000)**, **Khatoon & Hasan (2000)**, **Jabnoun & Fook (2001)**, **Ahmed, Rahman & Jamal (2003)**, **Ali, Khan and Alam (2005)**, **Akhtar, Hasmi & Naqui (2010)**, **Azhar, Nudrat & Asdaque (2011)**, **Demato (2011)**, **Mahmood & Haider (2011)**, **Mehmood (2011)**, **Katoch (2012)**, **Khan (2012)**, **Gupta, Pasrija & Bansal (2012)**, **Ghosh (2013)**, **Mocheche, Bosire & Raburu (2017)** and **Moorthy (2013)**.

There is significant difference in the job satisfaction of government and private secondary school teachers which shows similarities with the findings of **Basu (2013)**, **Gehlawat & Gupta (2013)**, **Achanta & Reddy (2014)**, **Das & Choudhury (2014)**, **Taruna & Pooja (2014)**, **Lenka, Chandra & Gupta (2015)**. However, the present study found that government school teachers were more satisfied with their jobs than the private school teachers which is supported with the findings of **Rosli (2000)**, **Mehrotra (2002)**, **Aggarwal (2004)**, **John (2010)**, **Ahmed (2013)**, **Chugati & Perveen (2013)**, **Ghosh (2013)** and **Ahmed (2014)**.

The present study also found urban teachers to be more satisfied with their jobs than the rural teachers which is similar with the finding of **Ghosh (2013)**. However different findings were indicated by **Bhat & Ali (2013)**, **Najar & Dar (2017)** who found that rural teachers were more satisfied than the urban teachers. Contradicting to the present study, the results were consistent and found no significant difference between the job satisfaction of urban and rural secondary school teachers **Azhar (2011)**, **Rajendran & Veerasekaran (2013)**, **Kumar (2015)**, **kumar & Muthamizhselvan (2017)** and **Roy & Halder (2018)**.

The present study also examined and compared the eight factors of job satisfaction separately with respect to gender, locality and management. Significant difference between rural and urban teachers, government and private school teachers have been indicated in the three factors of job satisfaction namely- intrinsic aspect, physical facilities, institutional plans and policies. The findings of the present study indicated significant difference between government and private teachers in the two factors of job satisfaction namely- rapport with students and relationship with co-workers. The findings of the present study indicated no significant difference between male and female teachers in their overall job satisfaction as well as in all the eight factors of job satisfaction when examined separately. No significant differences between urban and rural, government and private teachers were found in the three factors of job satisfaction namely- salary, promotional avenues and service conditions, satisfaction with authorities, satisfaction with social status and family welfare. **Gupta & Gehlawat (2013)** also found significant difference between government and private teachers with respect to intrinsic aspect of job satisfaction. The findings of the present study are in agreement with the findings of **Ishwara & Laxmana (2008)**, **Bhandari & Patil (2009)** who revealed that the majority of teachers of government schools were satisfied with their work, job & salary than the private school teachers. Government school teachers were found to be more satisfied with the physical facilities available in the school than the teachers working in the private school teachers which is supported by the findings of **Kaur & Sidana (2011)**. However, the results of the present study in terms of institutional plans and policies of job satisfaction revealed significant difference between government and private school teachers which is in contrast with the findings of **Gopalkrishnan (2009)**. Although no difference between male and female teachers in this factor of job satisfaction was indicated in the present study, **Khaleque (2007)**, **Basu (2009)**, **Malsawmtluang (2015)** found that female teachers scored higher on the factors of satisfaction with authorities, rapport with students and relationship with co-workers.

Regarding the findings of correlation between organizational climate and job satisfaction showed negligible relationship between the two variables and it contradicts the findings of **Kabes(1989), Pan & Qin (2007) and Arani & Abassi (2004)** who reported significant positive correlation between school organizational climate and work satisfaction. When correlation was done between organizational climate (factor-wise) and job satisfaction (job factors) than the findings indicated negligible relationship.

With regard to the findings of organizational climate and job satisfaction grouped on low, average and high level of satisfaction. It was clear that teachers of average job satisfaction level perceived the organizational climate more favorable than that of those teachers whose job satisfaction level are high and low.

## **5.9 Educational Implications**

In view of the findings derived from this study and the conclusions arrive from them, the researcher has recommended some important educational implications on organizational climate of schools and job satisfaction of teachers at secondary school level. The following implications are given below:

- i. The study of organizational climate and job satisfaction of secondary school teachers is of much value to administrators and policy makers who frame policies and take constructive decisions for the wellbeing of the teachers.
- ii. For improving the factors related to job satisfaction, the authority involved in management of school should ensure suitable facilities and congenial environment which will strengthen the status of teaching profession.
- iii. The school authorities should ensure fair promotional policy and incentives for hard working teachers so that they may feel encouraged and being recognized.
- iv. School Climate especially in rural areas and government schools need to be improved by providing training to teachers, parents and community members.
- v. Team work, involvement of teachers, open communication, trust and empathy need to be encouraged in the management of schools in general, government schools in particular.
- vi. Proper recruitment rules have to be framed for the post of teachers in private school.
- vii. The management of the school could also give opportunities to update the knowledge of the teachers through training, workshop and seminars.

## **5.10 Suggestions for Further Study**

In the present study an attempt has been made to study the organizational climate of schools and job satisfaction of the secondary school teachers of Lower Subansiri district of Arunachal Pradesh. The researcher has given some suggestions for carrying out further research in the following:

- i. The present study was conducted only on secondary level and it may be extended to higher secondary school teachers and college teachers in the state of Arunachal Pradesh.
- ii. A comparative study could be conducted on organizational climate of government and private schools.
- iii. A new study can be conducted on the impact of organizational climate at secondary school stage of Arunachal Pradesh.
- iv. The present study covered the variables like type of management, gender and locality for the analysis of the perception of secondary school teachers and students. Further a study may be carried out by taking the variables like race, discipline, settlement and academic achievement.
- v. The present study was conducted on class IX and X students. Similar studies may be undertaken on these variables at the other level or stages of education.
- vi. A comparative study can also be conducted on administration and management of schools in rural and urban areas.
- vii. Attitude of teachers towards teaching profession in relation to job satisfaction can be taken up.