1. Introduction

A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students’ learning process and it consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation. Attitude is readiness to react towards or against some situation, person or thing in a particular manner. The attitudes, ideas, feelings and interests of a child are influenced by the organization of his/her family, thinking of parents and customs of the society. Personality of parents, their education and their behavior towards the children is the basis of development of attitudes. Teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job. Conducting a study on the secondary school teachers of Bangalore city Umme (1999) concluded that attitude towards teaching correlated positively and significantly with their job-satisfaction. The job satisfaction of teacher educators was positively but not significantly related to their attitude towards teaching. The job satisfaction of male and female teacher educators was also positively but not significantly related to their attitude towards teaching.
Concept of Job Satisfaction

Job satisfaction is a complex phenomenon. It is one of the most crucial and controversial issues of behavioral management in any organization. Job satisfaction is the result of various attitudes the employee holds towards his job, towards related factors and towards life in general. Job satisfaction is caused by and is derived from many inter-related factors. It is viewed as a result of or consequence of the workers’ experiences on the job in the relation of his own values, and what he wants or expects from the job satisfaction can be viewed as similar to pleasure.

Definitions of Job Satisfaction

There are a number of different definitions of job satisfaction. One comprehensive definition is that it is a generalized attitude, resulting from many specific attitudes in three areas;

- Specific job factors
- Individual adjustment and
- Group relationships

Job satisfaction is the favorableness or unfavorableness with which employees view towards their work. It results when there is congruence between job requirements, wants and expectations of employees. It expresses the extent of match between the employee expectations of the job and the rewards that the job provides.

A dictionary defines the term job satisfaction as “Extent to which a person is pleased or satisfied by the content and environment
of his/her work or is displeased or frustrated by inadequate working conditions and tedious job content."

International Dictionary of Education, this implies that the measure of the satisfaction or frustration of an individual towards the environment or the conditions under which he has to work and the type of work he has to do determines job-satisfaction. But this would not give a complete picture of job-satisfaction as such.

Hoppock (1935) views it “as any combination of psychological, physiological and environmental circumstances that causes a person truthfully to say ‘I am satisfied with my job.’ He states ‘job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet.’ The degree of satisfaction is determined by the ratio between what we have and what we want.

Super (1939) views “Work satisfaction and life satisfaction depends upon the extent to which the individual finds adequate outlets for his ability, interests, personality traits and values. They depend upon his establishment in a type of work, a work situation and a way of life in which he can play the kind of experiences have led him to consider congenial and appropriate.”

R.R. Bullock (1952) in his study of social factors related to job satisfaction has defined it “as an attitude which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job, these evaluations may rest
largely upon one’s own success or failure in the achievement of personal objectives and upon the perceived contribution of the job and company towards these ends.”

Organizational Climate

Teachers are important pillars of the educational system of any nation. They are considered to be the Nation Builders. To perform such a heavy task they have to be physically, mentally, economically and socially balanced. Only then can they provide an effective teaching and learning process. Teaching requires effective as well as qualitative improvement for the betterment of learners. At present it is felt that there is a decline in the quality of teaching. Recent research in the field of education reflects that though the quality, competency, dedication and commitment in teachers are showing upward trends, they are not being able to discharge their duties in a right manner or It has been observed that in an educational institution where all the facilities are the proper ones, teachers are competent, yet the results are mediocre, whereas institutions with fewer facilities produce better results. In an institutional organization, the system of administrative hierarchies and controls, examination and centralized planning for school reforms, all currently restrict the autonomy of the teacher.

Organizational climate is the formal system of task and reporting relationships that controls, coordinates, and motivates employees so that they cooperate to achieve. This includes the leadership focus, authority and responsibility, resource policies and planning deployment or implementation.
**School Organizational Climate**

The school contributes a lot for the proper functioning of a more comprehensive system, namely, society. The social system model treats the school as a system of mutually inter-dependent as well as independent parts. Each part is assumed to have a role to which are associated a set of behavioral expectations. This view is endorsed by the study of Wallers (1932) who first made a qualitative study of the school as a social institution. However, precise and systematic studies of the organizational patterns of schools and their influences on the students are not many.

**Attitude towards Teaching Profession**

Attitudes play an important role in the teaching that is why there have been different definitions of what an attitude is. Attitude may be defined as the predisposition of tendency to react typically towards a given object situation or value, usually accompanied by feeling and emotions.

Attitude may be considered as “Natural” or “Instinctive” from parent. They are learnt through socialization process. Most of Attitude may develop gradually through a longer period of time, but it is different if not impossible to measure the attitude of an individual. Attitude can be directly observed but must inferred from overt behavior both verbal and non verbal.

Attitudes are habitual ways of reacting to situations. Freeman defines attitudes as “a dispositional readiness to respond to certain
situations, persons, objects in a consistent manner which has been learned and has become one’s typical mode or response”. Consequently, attitude towards teaching is nothing but one’s reacting to teaching learning situations.

2. Review of Related Literature

Alf Crossman (2006) conducted a study on Job Satisfaction of Secondary School Teachers and found that; i) significant difference in the overall job satisfaction scores of teachers by type of school; ii) Teachers in independent and privately-managed schools exhibited the highest satisfaction levels while those in foundation schools exhibited the lowest; iii) No significant difference in satisfaction was found when the data were analysed by age, gender and length of service; Kimberly Rae Dickens (2013) conducted a study on Factors influencing teacher job satisfaction and their alignment with current district practices in a suburban school district and found that; demographics had no impact on teacher job satisfaction; Ndanuko, William Mathini (2012) conducted a study on Relationship between school organizational climate and pupils’ academic performance among public primary schools in Nairobi province, Kenya and found that; i) There was a significant relationship between school organizational climate and pupils’ academic performance; ii) There was a significant relationship between head teachers’ behavior of thrust and pupils’ academic performance; iii) There was a significant relationship between teachers’ experience of espirit and pupils' academic performance;
Radheshyam (2012) Conducted a study on a study of organizational climate of Secondary school and its effect on Achievement level of gifted students and found that; i) The school environment which give healthful satisfaction to the children who maintain a healthy relation with schools, has a good effect on the development as successful adult; ii) Loree has stressed on environmental influences on learning; iii) The course of learning is influenced by the environmental context within which ongoing learning occurs; Ajay Babu and Mandakini Kumar (2013) Conducted a study on Organizational Climate as a Predictor of Teacher Effectiveness and found that; There is a significant difference between the Teacher effectiveness of elementary school teachers in relation to their Organizational Climate; Mei Teh, Goi (2013) Conducted a study on Impact of Organizational Climate on Intentions to Leave and Job Satisfaction and found that; i) Human relations, open systems, and rational goal have significant impact on job satisfaction and intention to leave; ii) Internal process has impacted on job satisfaction, but no impact on intention to leave; Hallie A. Buckingham (2014) Conducted a study on A study of the relationships between headmasters’ leadership behaviors and the organizational climate of independent schools as perceived by teachers and found that; i) There is indeed an association between what the leader did and how teachers perceived the climate across all levels of the organization with regard to leadership, professional treatment, academic standards, and external influences within the independent school setting”; ii) Headmasters obtain a solid foundation in
leadership theory and associated research practices used by successful leaders; Agnes Ebi Maliki (2013) Conducted a study on Attitude of Teachers in Yenagoa Local Government area bayelsa state nigeria, towards the teaching profession and found that; i) Negative attitude towards teaching profession, result also revealed that female teachers have more positive attitude towards teaching profession; ii) Government should increase the salaries of teachers and take matters concerning teachers as high priority; J. vangeline Cynthia (2013) Conducted a study on Effect of Attitude towards Professional Development Among High School Teachers in Puducherrry; Proper orientation raining should be provided to improve their positive attitude towards teaching which basically leads way to their professional development.

3. Statement of the Problem

The purpose of the present study was to investigate the relationship among three variables, such as Job Satisfaction, Organizational Climate and Teaching Attitude towards Teaching Profession of Secondary School Teachers

“A Study of Job Satisfaction in relation to Organizational Climate and Attitude towards Teaching Profession of Secondary School Teachers”

4. General Objectives of the Study

1. To investigate the relationship between job satisfaction and the perception of organizational climate of secondary school teachers.
2. To investigate the relationship between job satisfaction and attitude towards teaching profession of secondary school teachers.

5. **Specific Objectives of the Study**

The following specific objectives were framed for the present study;

1. To study the difference between male and female teachers in respect of their job satisfaction and its dimensions.
2. To study the difference between rural and urban teachers in respect of their job satisfaction and its dimensions.
3. To study the difference between teachers working in government and private schools in respect of their job satisfaction and its dimensions.
4. To study the difference between teachers with different age groups in respect of their job satisfaction and its dimensions.
5. To study the difference between teachers with arts and science background in respect of their job satisfaction and its dimensions.
6. To study the difference between teachers qualified with undergraduate and postgraduate in respect of their job satisfaction and its dimensions.
7. To study the difference between teachers with number of years teaching experiences in respect of their job satisfaction and its dimensions.
8. To study the difference between male and female teachers in respect of their perception of organizational climate and its dimensions.

9. To study the difference between rural and urban teachers in respect of their perception of organizational climate and its dimensions.

10. To study the difference between teachers working in government and private schools in respect of their perception of organizational climate and its dimensions.

11. To study the difference between teachers with different age groups in respect of their perception of organizational climate and its dimensions.

12. To study the difference between teachers with arts and science background in respect of their perception of organizational climate and its dimensions.

13. To study the difference between teachers qualified with undergraduate and postgraduate in respect of their perception of organizational climate and its dimensions.

14. To study the difference between teachers with number of years teaching experiences in respect of their perception of organizational climate and its dimensions.

15. To study the difference between male and female teachers in respect of their attitude towards teaching profession and its dimensions.
16. To study the difference between rural and urban teachers in respect of their attitude towards teaching profession and its dimensions.

17. To study the difference between teachers working in government and private schools in respect of their attitude towards teaching profession and its dimensions.

18. To study the difference between teachers with different age groups in respect of their attitude towards teaching profession and its dimensions.

19. To study the difference between teachers with arts and science background in respect of their attitude towards teaching profession and its dimensions.

20. To study the difference between teachers qualified with undergraduate and postgraduate in respect of their attitude towards teaching profession and its dimensions.

21. To study the difference between teachers with number of years teaching experiences in respect of their attitude towards teaching profession and its dimensions.

22. To investigate the relationship between job satisfaction and organizational climate and their dimensions of secondary school teachers.

23. To investigate the relationship between job satisfaction and attitude towards teaching profession and their dimensions of secondary school teachers.
24. To investigate the relationship between attitude towards teaching profession and organizational climate and their dimensions of secondary school teachers.

25. To investigate the correlation among the dimensions of job satisfaction of secondary school teachers.

26. To investigate the correlation among the dimensions of teaching attitude.

27. To investigate the correlation among the dimensions of organizational climate.

28. To determine the relative efficiency of organizational climate and attitude on job satisfaction and their dimensions.

29. To determine the relative efficiency of organizational climate on job satisfaction and their dimensions.

30. To determine the relative efficiency of teaching attitude on job satisfaction and their dimensions.

6. **Hypotheses of the Study**

   In pursuance of the objectives 1-30 the following null hypotheses were set for the present study.

   1. There is no difference between male and female teachers in respect of their job satisfaction and its dimensions.

   2. There is no difference between rural and urban teachers in respect of their job satisfaction and its dimensions.
3. There is no difference between teachers working in government and private schools in respect of their job satisfaction and its dimensions.

4. There is no difference between teachers with different age groups in respect of their job satisfaction and its dimensions.

5. There is no difference between teachers with arts and science background in respect of their job satisfaction and its dimensions.

6. There is no difference between teachers qualified with undergraduate and postgraduate in respect of their job satisfaction and its dimensions.

7. There is no difference between teachers with number of years teaching experiences in respect of their job satisfaction and its dimensions.

8. There is no difference between male and female teachers in respect of their perception of organizational climate and its dimensions.

9. There is no difference between rural and urban teachers in respect of their perception of organizational climate and its dimensions.

10. There is no difference between teachers working in government and private schools in respect of their school organizational climate and its dimensions.
11. There is no difference between teachers with different age groups in respect of their perception of organizational climate and its dimensions.

12. There is no difference between teachers with arts and science background in respect of their perception of organizational climate and its dimensions.

13. There is no difference between teachers qualified with undergraduate and postgraduate in respect of their perception of organizational climate and its dimensions.

14. There is no difference between teachers with number of years teaching experiences in respect of their perception of organizational climate and its dimensions.

15. There is no difference between male and female teachers in respect of their attitude towards teaching profession and its dimensions.

16. There is no difference between rural and urban teachers in respect of their attitude towards teaching profession and its dimensions.

17. There is no difference between teachers working in government and private schools in respect of their attitude towards teaching profession and its dimensions.

18. There is no difference between teachers with different age groups in respect of their attitude towards teaching profession and its dimensions.
19. There is no difference between teachers with arts and science background in respect of their attitude towards teaching profession and its dimensions.

20. There is no difference between teachers qualified with undergraduate and postgraduate in respect of their attitude towards teaching profession and its dimensions.

21. There is no difference between teachers with number of years teaching experiences in respect of their attitude towards teaching profession and its dimensions.

22. There is no significant relationship between job satisfaction and the perception of organizational climate and their dimensions of secondary school teachers.

23. There is no significant relationship between job satisfaction and attitude towards teaching profession and their dimensions of secondary school teachers.

24. There is no significant relationship between attitude towards teaching profession and organizational climate and their dimensions of secondary school teachers.

25. There is no significant correlation among the dimensions of job satisfaction of secondary school teachers.

26. There is no significant correlation among the dimensions of teaching attitude.

27. There is no significant correlation among the dimensions of organizational climate.
28. There is no relative efficiency of organizational climate and attitude and their dimensions on job satisfaction.

29. There is no relative efficiency dimensions of organizational climate and its dimensions on job satisfaction.

30. There is no relative efficiency of attitude towards teaching profession and its dimensions on job satisfaction.

7. **Variables Considered in the Study**
   The following variables were considered in the study.

   **I. Independent variables**
   a. Organizational Climate
   b. Attitude towards teaching

   **II. Moderator Variables**
   1. Gender (Male/ Female)
   2. Age (25-34, 35-44 and 44 and above)
   3. Location (Urban/ Rural)
   4. Teaching Experience (1-15, 16-30, 31 and above)
   5. Type of Management (Government/ Aided/ Unaided)
   6. Educational Qualification (Graduate/Post Graduate)
   7. Subjects (Arts/ Science)

   **III. Dependent Variable**
   Job Satisfaction

8. **Limitations of the Study**
   1. The present study was confined to three variables namely; job satisfaction, school organizational climate and attitude towards teaching profession.
2. The present study was limited secondary school teachers only.
3. The present study was covered Mysore district only.
4. The present study was covered 500 teachers only.
5. The study was also covered male and female teachers.
6. The study was restricted to differential analysis, correlation and regression analysis only.

9. Design of the Study

Method Used

The present study intends to investigate the relationship between job satisfaction, school organizational climate and attitude towards teaching profession of secondary school teachers working in different school in Mysore District. The nature of present study is of descriptive survey. In fact most of the earlier researchers who have worked on the related concerns have, invariably followed this popular method of survey research to meet their research questions effectively. Therefore, in the present research work the investigator used the descriptive survey research method with convenience in fulfillment of the research questions raised.

Sample

A total number of 500 teachers from different secondary schools from Mysore District were taken by using random sampling technique for the present study.
**Collection of Data**

In order to study the Job Satisfaction, Organizational Climate and Attitude towards Teaching Profession of Secondary School Teachers of Mysore District was taken as sample by using different standardized tools and personnel data were collected.

**Tools Used**

For the present study the following tools were used;

1. Job Satisfaction Scale developed by Meera Dixit (1985)
2. Organisational Climate Description Questionnaire constructed by K. G. Agarwal (1998)
3. Teacher Attitude Scale by Dr. Umme Kulsum, (2008)

**Statistical Techniques Used**

The following statistical techniques were used for analyzing the data as per the objectives of the study.

- Differential analysis
- Correlation analysis and
- Regression analysis

**10. Major Findings of the Study**

1. Male and female teachers differ significantly in respect of intrinsic aspect of job satisfaction, physical facilities, institutional plans and Policies, Satisfaction with authorities and rapport with students. The same groups do not differ significantly in respect of salary promotional avenues and service conditions, satisfaction with social status and
relationship with co-workers of the dimensions of Job satisfaction.

2. Rural and urban teachers differ significantly in respect of their job satisfaction and its all dimensions except satisfaction with social status and family welfare.

3. Government and private school teachers differ significantly in respect of intrinsic aspect of job satisfaction, physical facilities, institutional plans and policies, satisfaction with authorities and rapport with students. The same groups do not differ significantly in respect of salary promotional avenues and service conditions, satisfaction with social status and relationship with co-workers of the dimensions of Job satisfaction.

4. 25-45 and 46 and above age group teachers do not differ significantly in respect of their job satisfaction and its dimensions.

5. Arts and science teachers do not differ significantly in respect of their job satisfaction and its dimensions.

6. Graduate and post graduate teachers differ significantly in respect of all the dimensions of job satisfaction.

7. 1-10 and 11 and above years of teaching experience of teachers differ significantly in respect of their job satisfaction.

8. Male and female teachers do not differ significantly in respect of all the dimensions of attitude towards teaching profession.
9. Rural and urban teachers do not differ significantly in respect of academic, social and psychological, co-curricular and economic aspects of teaching profession except the administrative aspect.

10. Government and private school teachers do not differ significantly in respect of all the dimensions of attitude towards teaching profession.

11. Rural and urban teachers do not differ significantly in respect of academic, social and psychological, co-curricular and economic aspects of teaching profession except the administrative aspect.

12. Arts and science teachers do not differ significantly in respect of their attitude and its dimensions.

13. Graduate and post-graduate teachers do not differ significantly in respect of their attitude towards teaching profession in all the dimensions.

14. 1-10 years and 11 and above teaching experience of teachers do not differ significantly in respect of all the dimensions of teaching attitude.

15. Male and female teachers differ significantly in respect of their perception of organizational culture, motivational level, decision making. These two groups do not differ significantly in respect of performance standard, communication flow, reward system, responsibility, conflict resolution, support system, warmth and identify problems of the dimensions of organizational climate.

16. Rural and urban teachers differ significantly in respect of all the dimensions of organizational climate except performance...
standard, organizational structure, and warmth and identity problems of the dimensions.

17. Male and female teachers differ significantly in respect of organizational culture, motivational level, decision making. These two groups do not differ significantly in respect of performance standard, communication flow, reward system, responsibility, conflict resolution, support system, warmth and identify problems of the dimensions of organizational climate.

18. 25-45 and 46 and above age group teachers do not differ significantly in respect of all the dimensions of organizational climate.

19. Arts and science teachers do not differ significantly in respect of organizational climate. However, these two groups differ significantly in respect of organizational structure and decision making.

20. Graduate and post graduate teachers differ significantly in respect of their perception of organizational climate and its dimensions.

21. 1-10 years and 11 and above years of teaching experience of teachers do not differ significantly in respect of their perception of all the dimensions of organizational climate.

22. There is a positive and significant relationship all the dimensions of job satisfaction with the dimensions of teaching attitude of secondary school teachers.
23. There is a positive and significant relationship between job satisfaction and the perception of organizational climate and their dimensions of secondary school teachers.

24. There is a positive and significant relationship between teaching attitude and organizational climate and their dimensions of secondary school teachers.

25. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of male teachers working in secondary schools.

26. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of female teachers working in secondary schools.

27. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of rural teachers working in secondary schools.

28. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of urban teachers working in secondary schools.

29. There is a no significant relationship between job satisfaction and attitude towards teaching profession of teachers working in government secondary schools.

30. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of teachers working in aided secondary schools.
31. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of teachers working in unaided secondary schools.

32. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of arts teachers working in secondary schools.

33. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of science teachers working in secondary schools.

34. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of undergraduate qualified teachers working in secondary schools.

35. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of post-graduate qualified teachers working in secondary schools.

36. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of minimum teaching experience of teachers working in secondary schools.

37. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of maximum teaching experience of teachers working in secondary schools.
38. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of 25-34 years age group teachers working in secondary schools.

39. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of 35-44 years age group teachers working in secondary schools.

40. There is a positive and significant relationship between job satisfaction and their perception of organizational climate of male teachers working in secondary schools.

41. There is a positive and significant relationship between job satisfaction and organizational climate of female teachers working in secondary schools.

42. There is a positive and significant relationship between job satisfaction and the perception of organizational climate of rural teachers working in secondary schools.

43. There is a positive and significant relationship between job satisfaction and the perception of organizational climate of urban teachers working in secondary schools.

44. There is a positive and significant relationship between job satisfaction and the perception of organizational climate of teachers working government schools.

45. There is a positive and significant relationship between job satisfaction and organizational climate of teachers working aided schools.
46. There is a positive and significant relationship between job satisfaction and organizational climate of teachers working unaided schools.

47. There is a positive and significant relationship between job satisfaction and organizational climate of arts teachers working secondary schools.

48. There is a positive and significant relationship between job satisfaction and organizational climate of science teachers working secondary schools.

49. There is a positive and significant relationship between job satisfaction and organizational climate of undergraduate qualified teachers working secondary schools.

50. There is a positive and significant relationship between job satisfaction and organizational climate of post-graduate qualified teachers working secondary schools.

51. There is a positive and significant relationship between job satisfaction and organizational climate of minimum teaching experience teachers working secondary schools.

52. There is a positive and significant relationship between job satisfaction and organizational climate of maximum teaching experience teachers working secondary schools.

53. There is a positive and significant relationship between job satisfaction and organizational climate of 25-34 years age group teachers working secondary schools.
There is a positive and significant relationship between job satisfaction and organizational climate of 24-45 years age group teachers working secondary schools.

There is a positive and significant relationship between job satisfaction and organizational climate of 46 and above year's age group teachers working secondary schools.

The best predictor of the two variables is organizational climate. The next best predictor of job satisfaction of teachers is of teaching attitude.

The best predictor of the two variables is organizational climate. The next best predictor of job satisfaction of male teachers is of teaching attitude.

The best predictor of the two variables is organizational climate. The next best predictor of job satisfaction of female teachers is of teaching attitude.

The best predictor of the two variables is organizational climate. The next best predictor of job satisfaction of rural teachers is of teaching attitude.

The best predictor of the two variable organizational climates. The next best predictor of job satisfaction of urban teachers is of teaching attitude.

The best predictor of the two variables is organizational climate. The next best predictor of job satisfaction of teachers working in government secondary schools of their teaching attitude.
62. The best predictor of the two variables is organizational climate. The next best predictor of job satisfaction of teachers working in private secondary schools is their teaching attitude.

63. The best predictor of the two variables is organizational climate. The next best predictor of job satisfaction of arts teachers is their teaching attitude.

64. The best predictor of the two variables is organizational climate. The next best predictor of job satisfaction of science teachers is their teaching attitude.

65. The best predictor of the two variables is organizational climate. The next best predictor of job satisfaction of undergraduate teachers is their teaching attitude.

66. The best predictor of the two variables is organizational climate. The next best predictor of job satisfaction of post-graduate teachers is their teaching attitude.

67. The best predictor of the two variables is organizational climate. The next best predictor of job satisfaction of 25-45 age group teachers is their teaching attitude.

68. The best predictor of the two variables is organizational climate. The next best predictor of job satisfaction of 46 and above age group teachers is their teaching attitude.

69. The best predictor of the two variables is organizational climate. The next best predictor of job satisfaction of minimum teaching experienced teachers is their teaching attitude.
70. The best predictor of the two variables is organizational climate. The next best predictor of job satisfaction of maximum teaching experienced teachers is of teaching attitude.

11. Discussion and Conclusions

From the results obtained in the present study, it was found that there is a negative and significant relationship as well as a positive and significant relationship between job satisfaction and organizational climate also with attitude towards teaching profession of secondary school teachers. The negative relationship among certain variables is due to the correlation between attitude towards teaching profession and organizational climate with job satisfaction scores. Study conducted by Alf Crossman (2006) reported a linear relationship between attitude towards teaching profession scores and job satisfaction scores. This may be due to the correlation between organizational climate and job satisfaction scores directly. Kimberly Rae Dickens (2013) also found the inverse relationship between the number of organizational climate and job satisfaction scores. This inverse relationship may be due to the correlation between the number of organizational climate scores and job satisfaction scores. This finding is in direct concurrence with the findings of the present study. The results obtained by other investigators, viz., Ndanuko, William Mathini (2012) and Radheshyam (2012) are in line with the findings of the present study.
Some of the Indian Studies, viz., Ajay Babu and Mandakini Kumar (2013), Mei Teh, Goi (2013), Hallie A. Buckingham (2014) Agnes Ebi Maliki (2013), J. vangeline Cynthia (2013), Dr. Roshan lal, sarabjit singh shergill (2012), Yener ÖZE (2013), Stephen T. Bond (2013), Rahim (2013), Vashu (2013) and Dickens (2013) showed that there is a significant positive relationship between organizational climate and attitude towards teaching profession and job satisfaction. The results of all these studies support the findings of the present study. In addition, the study by Adejumo (2013) revealed a similar conclusion that organizational climate found to be negatively associated with job satisfaction. Hence, there is a negative and significant correlation organizational climate with job satisfaction. This finding is in direct concurrence with the findings of the present study.

Further, in the present study it is found that, among all the two variables total job satisfaction, total organizational climate and attitude scores accounts for little variation in the job satisfaction of secondary school teachers.

As almost all the studies conducted in India and abroad support directly or indirectly the findings of the present study, the outcome of the study may be accepted widely.

Male and female, rural and urban, government and private school teachers differ significantly in respect of intrinsic aspect of job satisfaction, physical facilities, institutional plans and Policies,
Satisfaction with authorities and rapport with students. The same groups do not differ significantly in respect of salary promotional avenues and service conditions, satisfaction with social status and relationship with co-workers of the dimensions of Job satisfaction. Arts and Science teachers and 25-45 and 46 and above age group teachers do not differ significantly in respect of their job satisfaction and its dimensions. 1-10 and 11 and above years teaching experience and Graduate and post graduate teachers differ significantly in respect of all the dimensions of job satisfaction. Arts and Science teachers, Rural and Urban and Government and private school teachers do not differ significantly in respect of all the dimensions of attitude towards teaching profession. Rural and Urban and Male and female teachers differ significantly in respect of their perception of organizational culture, motivational level, decision making. These two groups do not differ significantly in respect of performance standard, communication flow, reward system, responsibility, conflict resolution, support system, warmth and identify problems of the dimensions of organizational climate. Arts and science teachers 25-45 and 46 and above age group teachers do not differ significantly in respect of all the dimensions of organizational climate.

12. Educational Implications

In the present study job satisfaction, attitude towards profession and organizational climate variables are used. The background variables like gender, type of school management,
teaching experience, qualification of teachers and marital status are taken into consideration.

There is a positive high correlation between job satisfaction and attitudes towards teaching profession of secondary school teachers.

The present study is mainly concerned with the important variable of job satisfaction of teachers. This variable has direct impact on the professional behavior of teachers. Number of studies has repeatedly shown that the quality of teachers work depends very much on the level of job satisfaction derived by the teachers. Hence school managements have to give importance to provide such a congenial atmosphere with institution and service conditions which help to give high degree of job satisfaction of teachers. The results of present study also point out in the same directions.

The study shows the degree of job satisfaction is more among female teachers than male teachers. Women in general are more duty conscious seek recognition and have a tendency to devote more attention to their job. Male teachers have felt less job satisfaction as they are most burdened with family responsibilities and they expect better service conditions in the institutions.

So the study implies that the management should give attention to enhance the job satisfaction of teachers in general and male teachers in particular. Attempts should be made to identify the causes for the job dissatisfaction and indicate how steps have to be taken to remove any difficulties or deficiencies that are present in the service conditions and in the management of institutions.
Another significant conclusion of the study indicates the
teachers working in government schools have more job satisfaction
than teachers working in private aided and unaided schools. It is
possible in some private schools that teachers are fed up with the
autocratic type of management and due to the fear of losing their jobs;
they become dissatisfied with their jobs. So this kind of autocratic
attitude is rarely found in government schools because though Head
master may become autocratic, the greatest harm he can do to a
teacher is to get him transferred to other place. He can’t create a
sense of insecurity to the teacher. Teachers and head masters are
governed by well-formulated government rules. So this implies that
private management does well if they give more attention to humane
administration in their institution. They should realize by creating a
sense of insecurity does not help to improve the efficiency of teacher
better service conditions, humane social relationships, and democratic
type of managements are required to improve job satisfaction of
teachers.

The study shows that, the religion as such has no bearing on
the job satisfaction of teachers. In a democratic social setup and in a
secular society religion loses its importance as far as working
atmosphere is concern. If better service conditions are provided if
congenial social atmosphere is created, high level of job satisfaction
for all teachers assured. No matter which religion they profess in the
social settings.
Type of organizational climate of an institution plays a pivotal role in determining the degree of job satisfaction of employees working in that institution. The present study shows the teachers working in open autonomous and familiar climate schools have more job satisfaction than the teachers working in control and paternal climate schools. This is expected because open and autonomous organizational climate is more democratic and allows better interaction among teachers. So it implies, the schools with other type of organizational climate should take steps to change the organizational climate of their institutions into more democratic types of climate. Democratic mode of administration helps in creating open and autonomous climate.

The study again indicated the female teachers have more positive attitudes towards teaching profession than male teachers. Attitude towards teaching profession and job satisfaction are closely related. This conclusion is expected. If job satisfaction is improved it goes a long way in developing positive attitudes towards profession.

Teachers of government schools have shown more positive attitudes towards teaching profession than teachers working in private aided and unaided schools. This is expected because the study has shown; the teachers in private management have less job satisfaction. When job satisfaction is low, then attitudes towards profession will be low. So private managements should take steps to improve the job satisfaction of teachers which in turn will enhance their positive attitudes towards profession.
Organizational climate is an important variable which has an impact in determining attitudes towards profession. The present study shows the teachers working in open and autonomous climate schools have more positive attitude towards profession than the teaching working in control and familiar and paternal climate schools.

This is expected because open and autonomous organizational climate is more democratic and it allows better interaction among teachers. So it implies the schools with other types of organizational climate should take steps to change the organizational climate of their institution into open and autonomous climate. Democratic mode of administration helps in creating open and autonomous organizational climate.

13. **Suggestions for Further Research**

1. A comparative study of job satisfaction of primary and secondary school teachers can be conducted.
2. A comparative study of job satisfaction of teachers working in rural and urban area can be conducted.
3. The same could be extended to teachers of Navodaya and Murarjee schools.
4. Job satisfactions in relation to certain other psychological variables like creativity, personality factors, and leadership behaviors can be included.
5. Same study can be extended to college lecturers.
References


A STUDY OF JOB SATISFACTION IN RELATION TO ORGANISATIONAL CLIMATE AND ATTITUDE TOWARDS TEACHING PROFESSION OF SECONDARY SCHOOL TEACHERS

SYNOPSIS OF THE THESIS SUBMITTED TO KARNATAK UNIVERSITY, DHARWAD FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION

Submitted by
N. KRISHNAPPA

Research Guide
Dr. R. R. MADANKAR
Associate Professor
Department of Education
Karnatak University, Dharwad

POST GRADUATE DEPARTMENT OF STUDIES IN EDUCATION, KARNATAK UNIVERSITY, DHARWAD 2014
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