ABSTRACT

Introduction:

Organizational Climate:

The term “organizational climate” was coined in 1939 following a study of children’s school clubs by Kurt Lewin and his colleagues. As for schools, climate is a necessary link between organizational structure and teacher attitude and behaviour. It was found that formal characteristics of schools had an important influence on the way in which teachers’ perceived climate (George and Bishop, 1971). Clearly, climate represents a composite of the mediating variables that intervene between the structure of an organization and the style and other characteristics of leaders and teacher performance and satisfaction (Sergiovanni and Starratt, 1988).

Teaching Attitude:

The concept of attitude was first introduced by Thomas Znanicchi (1918) in their monumental study of people in transition between two cultures. Thomas Znanicchi (1981) regard attitude as internalized counterpart of an external object representing the individual’s subjective tendencies to act towards an object.

Indeed, teacher’s attitude is playing very significant role as far as question of level of job satisfaction of a teacher in teaching profession is concerned. Although, job satisfaction as an attitude which is distinct from motivation which involves behavior. If an individual perceives that his profession is realizing his values and beliefs, if he has reached the ideals in his profession he will develop positive feelings towards his/her profession and get greater satisfaction from his job. Job satisfaction depends on the degree to which the individual’s job role complies with his cultural value system. It is also affected by his needs, emotion and expectations.
Adjustment:

Adjustment is a continuous process that tends to bring out more or less changing attitudes throughout the individual’s life. Adjustment is a lifelong process and can be defined as a person’s interaction with his environment. It is a process in which an individual learns certain ways of behavior through which he enters a relationship of harmony or equilibrium with his environment. He thereby tries to lead a life acceptable to society (Mohan and Singh, 1989).

A satisfactory adjustment is essential in the job of a teacher. The teacher must know how to be free from maladjustment like aggression, pressures and their personal problems. The advancement in the field of education is possible and depends upon the degree of adjustment and satisfaction of those people who are in the field of education and promote the cause of education.

Job Satisfaction:

The term “job satisfaction” was brought to lime light in the research literature by Hoppock in 1935. He reviewed numerous studies on job satisfaction conducted prior to 1933 and found that job satisfaction is a combination of psychological, physiological and environmental circumstances that cause a person to say “I am satisfied with my job”. Such kind of descriptions indicate a variety of variables that influence the satisfaction of the individuals but it does not give more clear view about the nature of job satisfaction at the stretch. Job satisfaction is a general attitude which is the result of many specific attitudes in three areas namely, specific job factor, individual characteristic and group relationship outside job. According to Shan (1998) teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment and in turn a contributor to school effectiveness. It is expected that a well-satisfied teacher would contribute more as compared to a dissatisfied teacher as far as the
question of commitment and responsibility pertaining teaching and school environment is concerned.

**Objectives of the Study :**

The main objectives of the present study are as follows:

1. To determine the influence of organizational climate dimensions, teaching attitude and adjustment on job satisfaction among private school teachers.
2. To determine the influence of organizational climate dimensions, teaching attitude and adjustment on job satisfaction among government school teachers.
3. To determine the influence of organizational climate dimensions, teaching attitude and adjustment on job satisfaction of male private school teachers.
4. To determine the influence of organizational climate dimensions, teaching attitude and adjustment on job satisfaction of female private school teachers.
5. To determine the influence of organizational climate dimensions, teaching attitude and adjustment on job satisfaction of male government school teachers.
6. To determine the influence of organizational climate dimensions, teaching attitude and adjustment on job satisfaction of female government school teachers.
7. To determine the difference between private and government school teachers on various dimensions of organizational climate.
8. To determine the difference between private and government school teachers on teaching attitude.
9. To determine the difference between private and government school teachers on adjustment.
10. To determine the difference between private and government school teachers on job satisfaction.
11. To determine the difference between male and female teachers of private schools on various dimensions of organizational climate.

12. To determine the difference between male and female teachers of private schools on teaching attitude.

13. To determine the difference between male and female teachers of private schools on adjustment.

14. To determine the difference between male and female teachers of private schools on job satisfaction.

15. To determine the difference between male and female teachers of government schools on various dimensions of organizational climate.

16. To determine the difference between male and female teachers of government schools on teaching attitude.

17. To determine the difference between male and female teachers of government schools on adjustment.

18. To determine the difference between male and female teachers of government schools teachers on job satisfaction.

Hypotheses of the Study:

In the same way, keeping in view the nature of the objectives of present research, following hypotheses have been formulated:

H-(1): Organizational climate dimensions, teaching attitude and adjustment will influence job satisfaction of private school teachers.

H-(2): Organizational climate dimensions, teaching attitude and adjustment will influence job satisfaction of government school teachers.

H-(3): Organizational climate dimensions, teaching attitude and adjustment will influence job satisfaction of male private school teachers.
H-(4): Organizational climate dimensions, teaching attitude and adjustment will influence job satisfaction of female private school teachers.

H-(5): Organizational climate dimensions, teaching attitude and adjustment will influence job satisfaction of male government school teachers.

H-(6): Organizational climate dimensions, teaching attitude and adjustment will influence job satisfaction of female government school teachers.

H-(7): Private and government school teachers will differ with each other on various dimensions of organizational climate.

H-(8): Private and government school teachers will differ with each other on teaching attitude.

H-(9): Private and government school teachers will differ with each other on adjustment.

H-(10): Private and government school teachers will differ with each other on job satisfaction.

H-(11): Male and female teachers of private school will differ with each other on various dimensions of organizational climate.

H-(12): Male and female teachers of private and government schools will differ with each other on teaching attitude.

H-(13): Male and female teachers of private and government schools will differ with each other on adjustment.

H-(14): Male and female teachers of private and government schools will differ with each other on job satisfaction.

H-(15): Male and female teachers of government schools will differ with each other on various dimensions of organizational climate.
H-(16): Male and female teachers of government schools will differ with each other on teaching attitude.

H-(17): Male and female teachers of government schools will differ with each other on adjustment.

H-(18): Male and female teachers of government schools will differ with each other on job satisfaction.

Methodology:

Sample of the Study:

In the present investigation the sample was randomly selected from various private and government schools of Aligarh. The sample consisted of a total (N= 300) school teachers 150 each from private and government schools. In each group there were 75 male and 75 female school teachers.

Variables and Measures:

1. School Organization Climate Description Questionnaire:

   This questionnaire was developed by Sharma (1978). It comprised of 64 likert type items distributed over eight dimensions such as: (1) Disengagement, (2) Esprit, (3) Intimacy, (4) Production Emphasis, (5) Psycho-physical Hindrance, (6) Alienation, (7) Controls and (8) Humanized Thrust. The reliability and validity of the scale was found quite appropriate to its required level.

2. Teacher Attitude Scale:

   This scale was developed by Goyal (1984). This scale consists of 22 items based on Thurstone technique of attitude scale construction. Each statement of the questionnaire has been assigned a scale value. The attitude score of a subject is the sum total of the scale values of the statements ticked by the subject divided by the number
of statements marked by him/her. The reliability and validity of the scale was found to be $r=.90$ and $r=.78$ respectively.

3. **Teacher Adjustment Inventory**:

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

4. **Job Satisfaction Questionnaire**:

   This questionnaire was developed by Kumar and Mutha (1985). It consists of 29 highly discriminative ‘Yes-No’ type items. The total score varies from 0 to 29. High value obtained by the respondents are indicative of high job satisfaction and low value obtained by respondents are indicative of low job satisfaction. Reliability of this questionnaire was found to be .95 and side by side the face validity of this questionnaire was found to be high and quite satisfactory.

**Procedure**:

   The data were collected individually from each respondents of the sample. Before administering the tools, the investigator personally met with the subject and good rapport was established. Then, after the investigator particularly asked the subject to give his/her responses against each items of the scales without leaving any item unresponded. After collection of data scoring was done according to the scoring key of each scale.
**Statistical Analysis:**

In the present research stepwise multiple regression analysis was used as best suitable technique for analysis of data and obtaining an appropriate and highly meaningful result. In the present investigation t-test was also computed to analyze the significance of difference between two groups of sample. Both the statistical techniques were being applied using Software Package for Social Sciences (SPSS).

**Findings of the Study:**

The major findings of the present research are as follows:

- Among all the three independent variables, two variables namely adjustment and organizational climate and its various dimensions such as (intimacy, disengagement, humanized-thrust and controls) emerged as a significant predictors of job satisfaction. However, among them adjustment, intimacy and humanized thrust were found positively related to job satisfaction while disengagement and controls was found to be negatively related to influence the job satisfaction of private school teachers.

- Among all the three independent variables, two variables namely adjustment and organizational climate and its various dimensions such as (humanized thrust, intimacy and psycho-physical hindrance) were found to have positive influence on job satisfaction of government school teachers.

- Among all the three independent variables, two variables namely adjustment and organizational climate and its various dimensions such as (controls, esprit, psycho-physical hindrance and intimacy) emerged as a significant predictors of job satisfaction. However, among them adjustment, esprit and intimacy was found to have positive influence on job satisfaction. While controls and psycho-physical
hindrance found to have negative influence on job satisfaction of male teachers of private schools.

- Among all the three independent variables, two variables namely adjustment and organizational climate and its various dimensions such as (psycho-physical hindrance and controls) found to have positive influence on job satisfaction of female teachers of private schools.

- Among all the three independent variables, two variables namely teaching attitude and organizational climate and its various dimensions such as (humanized thrust, esprit, intimacy and controls) emerged as a significant predictors of job satisfaction. However, humanized thrust, esprit, intimacy and teaching attitude found to have positive influence, while controls was found to have negative influence on the job satisfaction of male teachers of government schools.

- Among all the three independent variables, two variables namely adjustment and organizational climate and its various dimensions such as (psycho-physical hindrance and humanized thrust) were found to have positive influence on job satisfaction of female teachers of government schools.

- Teachers of private and government schools differ significantly with each other on dimensions of organizational climate namely (disengagement, controls, production emphasis and humanized thrust). However, on alienation, esprit, intimacy and psycho-physical hindrance they did not differ significantly.

- Teachers of private and government schools differ significantly on teaching attitude.

- Teachers of private and government schools differ significantly on adjustment.

- Teachers of private and government schools differ significantly on job satisfaction.
➢ Male and female teachers of private schools differ significantly on dimensions of organizational climate namely disengagement, alienation, esprit, intimacy, psycho-physical hindrance and production emphasis. However, on controls dimension they did not differ significantly with each other.

➢ Male and female teachers of private schools differ significantly with each other on teaching attitude.

➢ Male and female teachers of private schools differ significantly with each other on adjustment.

➢ Male and female teachers of private schools differ significantly with each other on job satisfaction.

➢ Male and female teachers of government schools differ significantly on organizational climate dimensions namely (disengagement, intimacy and humanized thrust) with each other. While, on alienation, esprit, psycho-physical hindrance, controls and production emphasis they did not differ significantly with each other.

➢ Male and female teachers of government schools did not differ significantly with each other on teaching attitude.

➢ Male and female teachers of government schools did not differ significantly with each other on adjustment.

➢ Male and female teachers of government schools did not differ significantly with each other on job satisfaction.