

## Level and Interrelationship Study of Primary School Teachers' Job Satisfaction, Attitude Towards Teaching Profession and their Organizational Climate of Kharagpur-I Block in Paschim Medinipur

Dr. Goutam Maiti

Kharagpur Priyanath Roy Vidyaniketan, Paschim Medinipur

E-mail: [gmaiti.edu@gmail.com](mailto:gmaiti.edu@gmail.com)

### Abstract

The purpose of this study was to investigate the primary school teachers' level of job satisfaction, level of attitude towards teaching profession, level of organizational climate and the interrelationship of these three variables. For this reason, simple random sampling technique was adopted and 150 Primary school teachers of 45 Bengali medium primary schools of Kharagpur-I Block in Paschim Medinipur district were selected. Standardized tools Teacher's Job Satisfaction Scale (For Primary School Teachers) by Saxena (1994), Teacher Attitude Scale by Goyeland School Organizational Climate Description Questionnaire (SOCDO) by Sharma (1973) was used. The obtained data were analyzed and Mean, SD, Z-Score, Percentage, Pearson's Correlation Coefficient (r), Multiple Correlation Coefficient (R),  $SE_R$  were computed and tested for statistical significance when the t-value ( $t = \frac{R}{SE_R}$ ) equals or exceeds the t-critical value in the t-distribution table. The findings of the study revealed: (i) Majority of the primary school teachers were moderate satisfied. (ii) Majority of the primary school teachers' attitude towards teaching profession were moderate. (iii) Most of the primary school teachers feel unfavourable climate in their school. (iv) There was significant interrelationship among primary school teachers' job satisfaction, attitude towards teaching profession and their organizational climate.

**Keyword:** Attitude towards Teaching Profession, Job Satisfaction, Organizational Climate, Primary School Teacher

### Introduction

The progress of any country is dependent on its educational system and the success of educational system depends on its teaching staffs who determine the quality of education, and its contribution to national development. The progress and advancement of a country depends upon the quality of teachers. A teacher is the foundation stone in any system of education. S/he is the spiritual and intellectual leader who leads the students from darkness of ignorance to the light of knowledge and understanding and helps to keep the civilization enlightened. Kalam and Rajan (1998) says that "If you are a teacher in whatever capacity you have a very special role to play because more than anybody else you are shaping generations." It is rightly stated that "No people

can rise above the level of its teachers" (NPE, 1986).

In 2001, the UNESCO declared that India became the 105<sup>th</sup> out of 128 countries in educational development index. Again when, in 2010, the UNESCO published their report, it was found that India held the same 105<sup>th</sup> position. Though the percentage of literacy grows up, the number of illiterate people has not been reduced but increased due to huge population growth. The number of illiterate people in India, according to the census of 2011, is about 35 crore. It is more than the people living in the U.S.A.

Education is included as Fundamental Right by the amendment of the constitution in 2002; the government needed 8 years to enact laws for its implementation. This law was implemented on

1<sup>st</sup> April, 2010 in all the states of India except the state of Jammu and Kashmir. It is "The Right of Children to Free and Compulsory Education Act, 2009". In other word, India becomes the 135<sup>th</sup> country in accepting education as one of the fundamental rights. After the implementation of this rule on 1<sup>st</sup> April, 2010, the honourable former Prime Minister of India, Dr. Manomohan Sing, while addressing the nation on the fundamental right of children to education, declared: We are committed to ensuring that all children, respective of gender and social category have access to education. An education that enables them to acquire skill, knowledge, values and attitudes is necessary to become responsible and active citizen of India. Whatever the rule for education is, the teacher's role is the most important to implement that. Apart from their duty, the teachers play important roles in directing teaching, making students good citizens, running schools properly and moulding the society wholly. In a word, they are the Stars. Hence, it is very important that teachers must be satisfied with their job. Because, a well satisfied teacher can give his/her best to the students. By developing teachers' desirable attitude or by shaping their attitude, effective and productive learning on the part of pupils can be achieved (Lal and Shergil, 2012). Again teachers are highly influenced by their organizational climate. It affects the teachers' processes and decisions, behaviour, motivation, team work and co-operation and social relationship. Hence the organizations have significant effects on all employees and how they feel at work is reflected in their job as well as teaching profession.

### **Review of Literature**

Jiang et al. (2019) found statistically significant relationships between teachers' empowerment, job satisfaction and organizational climate. Maiti (2019) study and found that there was significant relation between primary teachers' job satisfaction and their organizational climate. Again, he revealed that there was significant relation between attitude of primary teachers

towards teaching and their organizational climate (Maiti, 2019). Valdez et al. (2019) found that teachers' profile such as age, marital status, educational attainment and teaching experience form positive and significant relation between organizational climate and job satisfaction. Nayyar and Mishra (2018) revealed that there was a significant relationship among the organizational climate and its dimensions and teachers' attitude towards child protection. Sivakumar, A. (2018) found that the level of attitude towards teaching among school teachers is favourable. Dhulland Jain (2017) found that there was a significant positive relationship between teaching attitude and job satisfaction of secondary school teachers. Bhakta, K. (2016) observed that 55% primary school teachers were moderately satisfied with their profession in Howrah district, West Bengal.

Kavitha and Venkateswaran (2015) revealed that a significant relationship was found between the teaching attitude and job satisfaction among the secondary school teachers. Mondal, B.C. (2014) shows that secondary school teachers' level of job satisfaction is average. Rani, R. and Rani, P. (2014) found that organizational climate of elementary schools is negligibly correlated with job satisfaction. This correlation shows that the job satisfaction of elementary teachers is not affected by organizational climate. Ghosh, M. (2013) revealed that most of the primary teachers' level of job satisfaction is moderate (54%) in Dakshin Dinajpur district, West Bengal. Sankar, R. and Subiah, S (2013) found out that there is no significant difference between job satisfaction and organizational climate. Ramatulasmma, K. (2002) found that the association between job satisfaction and organizational climate was strong and significant.

From the review, it has been found that different researches have been done on relationship study on teachers' job satisfaction and their attitude towards teaching, teachers' job satisfaction and their organizational climate, and teachers' attitude towards teaching and

their organizational climate. But there is no interrelationship study among primary teachers' job satisfaction, attitude towards teaching profession and their organizational climate. Hence, this study is very much unique in the field of mainstream education.

### **Operational Definition**

Job satisfaction is the sum of all positive and negative aspects of teachers which related to their job.

Attitude towards teaching profession means how the teacher thinks or feels about his/her profession- positive or negative, by compulsion or by choice etc.

Primary school teacher are those teachers who teach class I to IV.

Organizational climate refers to the sum of characteristics as group behaviour (teachers) and leader behaviour (Headmaster/Headmistress) in a school.

### **Objectives**

To assess the level of job satisfaction of primary school teachers.

To assess the level of attitude towards teaching profession of primary school teachers.

To assess the level of organizational climate of primary school teachers.

To assess the interrelationship among primary school teachers' job satisfaction, attitude towards teaching profession and their organizational climate.

### **Delimitations**

The study was confined to Primary school teachers only.

Only Bengali medium Primary schools had been taken in account.

The study was conducted only in a particular Block (Kharagpur-I) of West Bengal.

### **Sample**

In this study, simple random sampling technique was used. The data were collected from 150 primary school teachers (110 Non-govt. and 40 Govt.) of 45 primary schools (30

Non-Govt. and 15 Govt.) of Kharagpur-I in Paschim Medinipur district.

### **Tools**

Teacher's Job Satisfaction Scale (For Primary School Teachers) by Saxena, S. K. (1994).

Teacher Attitude Scale Developed by Goyal, J. C. School Organizational Climate Descriptive Questionnaire (SOCDDQ) by Sharma (1973). It was locally adapted in Bengali version from English version by Chakraborty, M (1986). No difference was found between the distribution of schools on different climates in those two samples - Bengali version SOCDDQ (Chakraborty, 1986) and English version SOCDDQ (Sharma, 1973)-drawn from two different provinces of India. It showed the aptness of the applicability of Bengali version of the tool SOCDDQ in West Bengal (Chakraborty, 1986, p.126-128).

### **Operationalization Variables**

The research work is based on three major constructs namely job satisfaction, attitude towards teaching profession and organizational climate. These are:

$$X = f(Y, Z)$$

Where X= Job Satisfaction,

Y= Attitude towards Teaching Profession,

Z= Organizational Climate,

Both dependent (X) and independent (Y and Z) variables were used in the study (see diagram).

### **Statistical Techniques**

Collected data were analyzed by different statistical techniques according to the objectives of the study. For quantitative analysis of data, Mean, Standard Deviation, Z-Score and percentage were applied. The obtained data were analyzed to find out Mean, SD, Z-Score, Percentage, Pearson's Correlation Coefficient (r), Multiple Correlation Coefficient (R),  $SE_R$  and were computed and tested for statistical significance when the t-value ( $t = \frac{R}{SE_R}$ ) equals or exceeds the t-critical value in the t-distribution table.

### Analysis and Interpretation

Primary school teachers' job satisfaction level is measured with the Teacher's Job Satisfaction Scale (Saxena, 1994). It consists of 29 items and its total score is 29. The respondent is provided with two alternatives 'Yes' and 'No' and their scores are 1, 0 for positive questionnaire but 0, 1 for negative questionnaire. The total score varies from 00 to 29, showing lowest job satisfaction to highest job satisfaction for the subject. It is found that mean and standard deviation of primary school teachers' job satisfaction (N=150) are 24.36 and 3.22 respectively. Then score range of the level of primary school teachers in their job satisfaction is calculated on this value.

Table 1: Primary School Teachers' Level of Job Satisfaction

Statistics	Score Range	Category	No of Teachers	%
M+1σ above	>28	Highly Satisfied	00	00
M±1σ	21-28	Moderate Satisfied	131	87
M-1σ below	<21	Low Satisfied	19	13

Satisfaction level of primary school teachers in their teaching profession is shown in table 1 and it is observed that, in Kharagpur-I Block, 87 % primary school teachers were moderate satisfied, 13 % of them were low satisfied and none of them were found highly satisfied. For further understanding, its graphical representation has been done in the following figure 1.

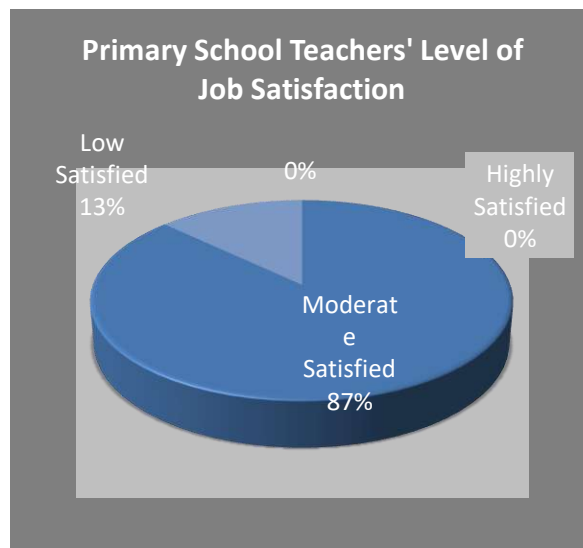


Figure 1: Primary School Teachers' Level of Job Satisfaction

### Primary school teachers' attitude towards teaching Profession

Primary school teachers' attitude towards teaching level is measured with the teacher attitude scale (Goyal). It is a scale consisting of 22 items. Each statement has been assigned a scale value. The attitude score of a subject is the sum total of the scale value of the statements ticked by the subject divided by the number of statement marked by him/her.

Thus the mean of attitude score of a subject is the average score value of the statement endorsed by him/her. It is to be noted that a lower mean score indicates a favourable attitude and higher score indicates unfavourable attitude of a subject (Manual for Teachers Attitude Scale by Goyal, NPC). It is found that mean and standard deviation of primary teachers' attitude towards teaching (N=150) are 3.09 and 1.13 respectively. Then score range of the level of primary school teachers in their attitude towards teaching profession is calculated on this value. Appendix-1. (Table 2)

The table 2 shows that 32.67 % primary school teachers have moderate attitude towards teaching profession. Then 26 % of them have favourable attitude towards teaching profession, 20.67 % have most

unfavourable attitude towards teaching profession, 10.67 % have most favourable attitude towards teaching profession and 10 % of them have unfavourable attitude towards teaching profession. But none of them have extremely most favourable or unfavourable attitude towards teaching profession. For further understanding, its graphical representation has been done in the following figure 2.

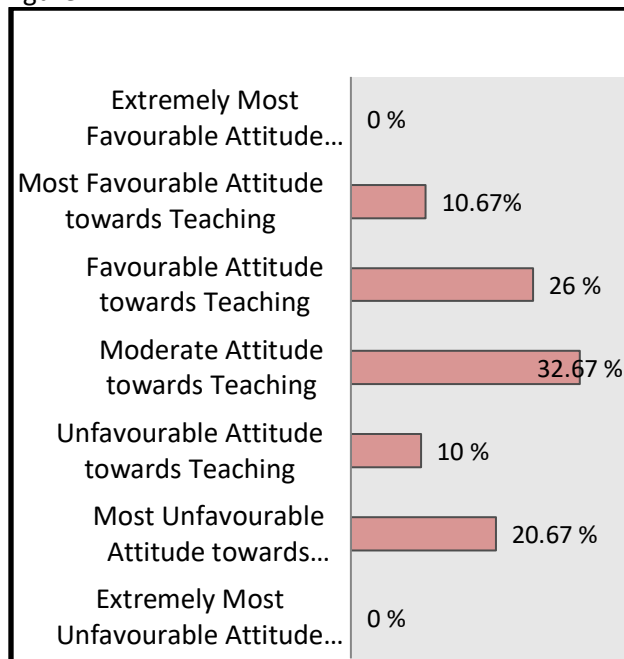


Figure 2: Primary School Teachers' Level of Attitude towards Teaching Profession

### Primary school teachers' level of organizational climate

Primary school teachers' level of organizational climate is measured with SOCDQ (Sharma, 1973). It consists of 64 Likert type items; each of the statements has four options: i) rarely occurs, ii) sometimes occurs, iii) often occurs and iv) very frequently occurs. For scoring these four categories of responses are assigned four successive integers viz. 1, 2, 3 and 4 respectively. So, the total score for 64 items varies from 01 to 256, showing extremely most unfavourable climate to extremely most favourable climate for the subject. It is found that mean and standard deviation of SOCDQ of primary school teachers (N=150) are 161.72 and

15.02 respectively. Then, score range of the primary school teachers' level of organizational climate is calculated on this value.

Table 3: Primary School Teachers' Level of Organizational Climate

Score Range	Converted Z- Score	Levels	No of Teachers	%
192 & above	+2.01 & above	Extremely Most Favourable Climate	04	2.67
181-191	+1.26 to +2.00	Most Favourable Climate	18	12
170-180	+0.50 to +1.25	Favourable Climate	21	14
155-169	-0.50 to +0.50	Moderate/ Neutral Climate	47	31.33
143-154	-0.51 to -1.25	Unfavourable Climate	53	35.33
132-142	-1.26 to -2.00	Most Unfavourable	05	3.33
131 & below	-2.01 & below	Extremely Most Unfavourable Climate	02	1.33

The above table 3 shows that most of the primary schoolteachers (35.33 %) feel unfavourable climate in their school. Then 31.33% of them feel moderate/neutral climate, 14% of them feel favourable climate, 12 % of them feel most favourable climate, 2.67 % of them extremely most favourable climate and 1.33 % of them feel extremely most unfavourable climate in their school. For further understanding, its graphical representation has been done in the following figure 3.

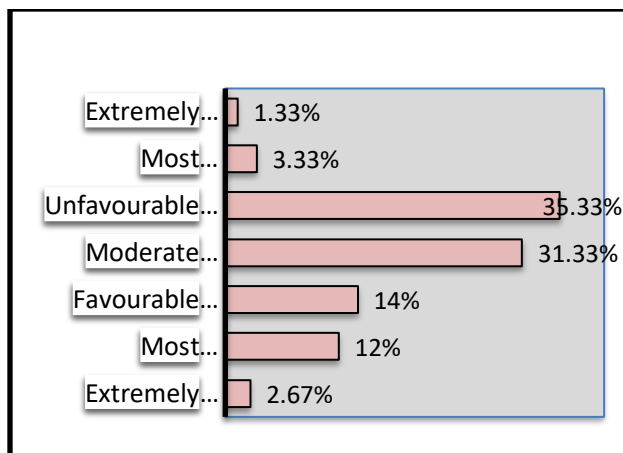


Figure 3: Primary School Teachers' Level of Organizational Climate

### Interrelationship among Job Satisfaction, Attitude towards Teaching profession and organizational climate of Primary School Teachers

Interrelationship study has been calculated with the Multiple Correlation Coefficient (R) formula. Here, R determines the values of relationship study on dependent and independent variables in the Pearson's Correlation Coefficient (r).

Table 4: Interrelation of Primary School Teachers' Job Satisfaction, Attitude towards Teaching Profession and their Organizational Climate

No	Variables	N	r	R	SE <sub>R</sub>	t
1	Job Satisfaction(1)	15	$r_{12}$ = -0.14	0.24	0.06	4.00*
2	Attitude towards Teaching Profession(2)	15	$r_{23}$ = 0.35			
3	Organizational Climate(3)	15	$r_{13}$ = -0.24			

\*The value is significant at 0.01 level of significance

The multiple co-efficient of correlation among job satisfaction, attitude towards teaching

profession and organizational climate of primary school teachers are shown in the table 4 and it is observed that the calculated value ( $R=0.24$ ) is greater than the critical value ( $t_{obs}=4.00 > t_{0.01, 148}=2.61$ ). So it may be said that there is significant interrelation among job satisfaction, attitude towards teaching profession and organizational climate of primary school teachers.

### Major Findings

- Majority of the primary school teachers are moderate satisfied.
- There is no primary school teacher who is highly satisfied.
- Majority of the primary school teachers' attitude towards teaching profession are moderate.
- There is no primary school teacher who has extremely most favourable or unfavourable attitude towards teaching profession.
- Most of the primary school teachers feel unfavourable climate in their school.
- There is significant interrelationship among primary school teachers' job satisfaction, attitude towards teaching profession and their organizational climate.

### Conclusion

From the above discussion, it may be said that the primary school teachers' moderate level of job satisfaction and moderate attitude towards teaching profession should be enhanced for better teaching learning environment. The adverse environment in which the primary school teachers remain should be reduced gradually and transformed into a better favourable climate for total development of education.

The satisfaction level is also possible develop by some immediate reforms. Administration or management shows recognition for work well done and provision of incentives to facilitate job satisfaction, known as 'Hawthorne Effect'. Level

of attitude towards teaching profession can be useful in hiring the right teachers. It brings a change in their attitude towards a positive direction. School climate is to be conducive and should be open in nature. The headmaster/headmistress tries to make effort to develop better human relations with the members of the teaching staff by situational leadership style. Hence, organizations have significant effect on all employees and how they feel at work is reflected in their jobs as well as teaching profession. Moreover, educational personnel should not only be careful to the above variables but also to the interrelationship of those variables.

### References

- Bhakta, K. (2016). Job Satisfaction of Primary School Teachers in Howrah District. *Imperial Journal of Interdisciplinary Research*. Vol. 2, Issue 10
- Chakraborty, M (1986). To study the Organizational Climate of Secondary Schools in West Bengal and to correlate it with other Relevant Variable. Thesis for Ph.D. Degree in Education, University of Calcutta, p.126-128.
- Dhull, K. and Jain, M. (2017). A Study of Attitude towards Teaching Profession in Relation to Job Satisfaction among Secondary School Teachers. *International Education and Research Journal*. Vol. 3, No. 01
- Ghosh, M. (2013). Job Satisfaction of Teachers Working at the Primary School. *International Journal of Humanities and Social Science Invention*. Vol. 2, Issue 7, p.1-5.
- Goyal, J. C. Teacher Attitude Scale. National Psychological Corporation, Agra, India.
- Halder, K. and Nath, E. (2014). *Bharatiya Shiksha Sampratik Bishwa*. K. Chakraborty Publication, 30 Baniatola Lane, Calcutta 700009, p. 25, 65.
- Jiang, Y., Li, P., Wang, J. and Li, H. (2019). Relation between Kindergarten Teachers' Empowerment, Job Satisfaction and Organizational Climate: A Chinese Model. *Journal of Research in Childhood Education*. Vol. 33, issue 2, p. 257-270
- Kalam, A. P. J. and Rajan, Y. S. (1998). *India 2020: A Vision for New Millennium*. Viking Publication, New Delhi.
- Kavitha, S. and Venkateswaran, R. (2015). Teaching Attitude and Job Satisfaction of Secondary School Teachers. *Shanlax International Journal of Education*. Vol. 03, No. 04.
- Lal, R. and Shergil, S. S. (2012). A Comparative Study of Job Satisfaction and Attitude towards Education among Male and Female Teachers of Degree Colleges. *International Journal of Marketing, Finance, Services and Management Research*.
- Maiti, G. (2019). Relation between Attitude of Primary Teachers towards Teaching and their Organizational Climate of Kharagpur-I, District Paschim Medinipur in West Bengal. *Asian Journal of Multidimensional Research*. Vol. 8, Issue 9, p.21.
- Maiti, G. (2019). Relationship between Primary Teachers' Job Satisfaction and their Organizational Climate in Kharagpur-I, District Paschim Medinipur. *Indian Journal of Applied Research*. Vol. 9, Issue 11.
- Mandal, B.C. (2014). Job Satisfaction of Secondary School Teachers in Relation to Gender, Educational Level and Residence. *American International Journal of Research in Humanities, Arts and Social Science*, p. 211-216.
- Nayyar, S. and Mishra, R. (2018). A Correlation between Organizational Climate and Teachers' Attitude towards Child Protection of Elementary School Teacher. *Research Review International*

Journal of Multidisciplinary, Vol. 03, Issue 08.

- Ramatulasmma, K. and Rao, B.D. (2002). Job Satisfaction of Teacher Educator's. New Delhi. Discovery Publishing House.
- Rani, R. and Rani, P (2014). Influence of Organizational Climate of Elementary Schools on Job Satisfaction of Elementary Teachers. International Journal of Science, Environment and Technology, Vol. 3, No 2.
- Sankar, R. and Subiah, S. (2013). A Study on Relationship between Job Satisfaction and Organizational Climate. Journal of Innovation in Education and Psychology.
- Saxena, S. K. (1994). Teacher's Job Satisfaction Scale (For Primary School Teachers). Agra Psychological Research Cell, Agra.
- Sharma, M. (1978). Technical Handbook for School Organizational Climate Description Questionnaire. Surat (Gujrat). India.
- Sharma, M. (1973). An Investigation into Organizational Climate of Secondary Schools of Rajasthan. Unpublished Ph. D. Thesis. Centre for Advanced Study in Education. M. S. University of Baroda.
- Sivakumar, A. (2018). Attitude towards Teaching among School Teachers in Coimbatore District. Review of Research, Vol. 7, Issue. 10.
- Valdez, A. V., Guro, A. P., Cana, N. H. and Lawi, L. M. (2019). School Organizational Climate and Job Satisfaction of MSW Junior High School Teachers. International Journal of Science and Management studies. Vol. 02, issue: 01.

### Appendix -1

Table 2: Primary School Teachers' Level of Attitude towards Teaching Profession

Score Range	Converted Z- Score	Levels	No of Teachers	%
5.36 & above	+2.01 & above	Extremely Most Unfavourable Attitude towards Teaching	00	00
4.51 to 5.35	+1.26 to +2.00	Most Unfavourable Attitude towards Teaching	31	20.67
3.67 to 4.5	+0.50 to +1.25	Unfavourable Attitude towards Teaching	15	10
2.52 to 3.66	-0.50 to +0.50	Moderate Attitude towards Teaching	49	32.67
1.68 to 2.51	-0.51 to -1.25	Favourable Attitude towards Teaching	39	26
0.83 to 1.67	-1.26 to -2.00	Most Favourable Attitude towards Teaching	16	10.67
0.82 & below	-2.01 & below	Extremely Most Favourable Attitude towards Teaching	00	00