

# “A Study of effect of organizational climate on job satisfaction among teacher educators in B.Ed. colleges of

S. N. D. T. Women’s University Mumbai”.

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**Abstract:** Job satisfaction of a teacher educator related to the mind condition about their nature of work. Different factors influencers to the job’s satisfaction such as type of supervision, work given to them and so on. The feelings about the teaching learning process shows teacher educator job satisfaction, on the other side dissatisfaction shows effect on the working of teacher educator’s different skills and knowledge for teacher learning process in the classroom and other activities. For that positive attitude necessary for teacher educators otherwise its negative effect in the teacher training program.

**Index Terms** – Organizational Climate (OC), Job Satisfaction (JS), Teacher Educator (TE)

## **Introduction:**

In this research work researcher done the work which is related to teacher educators of training colleges of B.Ed. around the various regions of Maharashtra. Different types of teacher educators were selected according to the research objectives and the required process of the work. During these selections creation issues were created such as continues working of employees in the same college up to complete of researcher work. Some employees were left out during their personal reason, so to contact them is difficult and time consuming. But researcher tried to contact them and collect their response.

## **Title of the study:**

“A STUDY OF EFFECT OF ORGANIZATIONAL CLIMATE ON JOB SATISFACTION AMONG TEACHER EDUCATORS IN B.ED. COLLEGES OF S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI”.

## **Reviews of Research work:**

From the ancient time teacher training was given for new teacher educators under the guidance of expert person. In the early days, Brahman person works as a teacher for the society and give their knowledge to students. Oral transmission of knowledge was generally used. After that some teachers developed their method for to create interest in the teaching- learning process. In the Buddhism period, experienced teacher develops formal teacher training system and instead of oral teaching -learning some new techniques such as debates, discussions, questioning, storytelling and so on were used first time in this period. Logical analysis techniques were

introduced in the Muslim period. New subjects like grammar, science, literature was included in Madrassa. Generally, lecture method was used in it. Medicine related science subjects were also included in this period. In the British government different courses such as basic teaching certificate, teacher training certificate, and diploma in education courses were included and formal teacher training institutes were established in the country.

After the independence of India various committees and commissions related to the teacher educators training gives their recommendations to improve the teacher training program in the country. University commission gives major recommendation about orientation program for the secondary as well as higher secondary school teachers should be conducted and at the university level required curriculum changes gives teachers training as time requirement. The secondary commission proposed two years teacher training program for the higher secondary qualified students and important recommendation about teacher educators to maintain relationship properly with their sister institutions of practice teaching schools with the teacher training colleges. For specially women teachers' problem studied by the committee under the chairpersonship of Durga bai Deshmukh suggested new of teacher training colleges specially for women's in the country should be started and maintain women's teacher proportional as compared to the male teachers in the different school and colleges.

The basic requirement for the teacher training departments such as their eligibility for selection of students to the training, teaching methodology, development of curriculum and minimum durations for completion and which gives input for master degree in education. These things suggested by the review committee on education of different Indian universities. The part- time training courses for the in-service or pre -service untrained teachers were suggested by the elementary teacher's study group. The committee on education of Kothari recommended that every teacher training institute must be connected with practice teaching school and maintained healthy relationship with them. Also, facilities, qualities and quantity of the teacher training institutions should be improved. The parliament members committee on education give their suggestions about training of teachers during their service as time required and give them remunerations and salary as per norms. NCTE Committee taken review all over the country and found that the situations of teacher training institutes were not good as expected

#### **Research work objectives:**

1. To find out joint contribution of Organizational Climate in predicting Job Satisfaction of Male Teacher Educators.
2. To study Individual contribution of Organizational Climate in predicting Job Satisfaction of Male Teacher Educators.
3. To study joint contribution of Organizational Climate in predicting Job Satisfaction of Female Teacher Educators.
4. To study Individual contribution of Organizational Climate in predicting Job Satisfaction of Female Teacher Educators.

5. To study joint contribution of Organizational Climate in predicting Job Satisfaction of Teacher Educators of Urban Area.
6. To study Individual contribution of Organizational Climate in predicting Job Satisfaction of Teacher Educators of Urban Area.
7. To study joint contribution of Organizational Climate in predicting Job Satisfaction of Teacher Educators of Rural Area.
8. To study Individual contribution of Organizational Climate in predicting Job Satisfaction of Teacher Educators of Rural Area.

### **Methodology:**

1. For the research work descriptive survey method was used. The organizational climate independent variables such as Academic, Financial, Professional, Administrative, Physical and Miscellaneous were used to study its effect on the dependent variable Job Satisfaction
2. Standard questionnaires were used for the data collection with Google form and through speed post to fill questionnaire manually.
3. The data were collected through Google form responses and manual filled response sheet from the respondents.

### **Data Collection and Analysis:**

1. After collecting the data its tabulated in to four groups namely, Teacher educators (Male), Teacher Educators (Female), Urban Area, Rural Area.
2. The data were analyzed with the help of SPSS software to find the effect of organizational climate different factors on job satisfaction.

### **Conclusion:**

This study, within limitations, helped to warrant following conclusions:

1. In case of percentage of joint contribution is 19.65 percent which is moderate between Organizational Climate and Job Satisfaction of Male Teacher Educators.
2. For individual contribution of Organizational Climate in predicting Job Satisfaction in percentage of Administrative 5.76, Professional 5.83, Miscellaneous 5.12 and Financial 3.34 are very high. On the other side percentage of Physical Climate 0.07 and Academic Climate 0.47 which are very low in predicting Job Satisfaction of Male Teacher Educators.
3. In case of percentage of joint contribution is 23.57 percent which is moderate between Organizational Climate and Job Satisfaction of Female Teacher Educators.
4. In case of individual contribution of Organizational Climate in predicting Job Satisfaction in percentage of Miscellaneous Climate 8.52, Administrative Climate 6.46, Financial Climate 4.27 and Professional Climate 3.09 are high. Whereas percentage of Physical Climate 0.54 and Academic Climate 0.68 which are very low in predicting Job Satisfaction of Female Teacher Educators.

5. In case of percentage of joint contribution is 21.00 percent which is moderate within job satisfaction and Organizational Climate Teacher Educators of Urban Area.
6. In case of individual contribution of Organizational Climate in predicting Job Satisfaction in percentage of Miscellaneous Climate 7.13, Administrative Climate 5.80 and Academic Climate 4.37 are high. Whereas percentage of Financial Climate 2.12, Professional Climate 1.10 and Physical Climate 0.48 which are very low in predicting Job Satisfaction of Teacher Educators of Urban Area.
7. In case of percentage of joint contribution is 22.00 percent which is moderate within job satisfaction and Organizational Climate Teacher Educators of Rural Area.
8. In case of individual contribution of Organizational Climate in predicting Job Satisfaction in percentage of Miscellaneous Climate 10.21, Administrative Climate 4.23 and Professional Climate 4.53 are high. Whereas percentage of Financial Climate 2.07, Academic Climate 0.77 and Physical Climate 0.26 which are very low in predicting Job Satisfaction of Teacher Educators of Rural Area.

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