

## **RELATIONSHIP BETWEEN SECONDARY SCHOOL TEACHERS' JOB SATISFACTION AND SCHOOL ORGANIZATIONAL CLIMATE IN IRAN AND INDIA<sup>#</sup>**

**Abbas Madandar Arani & Parvin Abbasi**

*Koya Bahar Aran*

*Kashan City, Iran*

*The present study investigated secondary school teachers' job satisfaction in relation to school organizational climate in Iran and India. 512 teachers were selected through simple random sampling from secondary schools of Arak city (Iran) and Mysore city (India). The sample consisted of 226 men and 286 women. They were assessed using the Teacher Job Satisfaction Scale (Sudha & Sathyanarayana, 1985) and School Organizational Climate Description Questionnaire (Sharma, 1978). Results indicated that there is a significant relationship between all sub factors of teachers' job satisfaction and six dimensions of school organizational climate in both the countries. From a comparative perspective, it is clear that school organizational climate has more influence on teachers' job satisfaction in India than in Iran.*

Research on the topic of job satisfaction has been conducted in the past 67 years (see for example, Hoppock, 1935). For many years, researchers in organizational behavior and industrial psychology have studied job satisfaction as both an independent and a dependent variable. Cranny, Smith, and Stone (1993) estimate that there have been more than 5,000 published articles and dissertations examining job satisfaction in some way. In educational system, teacher's satisfaction may have strong implications for student learning. Some researchers argue that teachers who do not feel supported in their work may be less motivated to do their best work in the classroom (Ashton & Webb, 1986; Ostroff, 1992). In addition, highly satisfied teachers are less likely to change schools or to leave the teaching profession altogether than those who are dissatisfied with many areas of their work life (Choy et al., 1993).

However, the literature on teacher satisfaction indicates that job satisfaction is the result of many interrelated factors. Among these factors, school organizational climate may have an important role.

---

<sup>#</sup> Correspondence concerning this article should be addressed to Abbas Madandar Arani, No. 32, 17, Shahrivar Street, Koya Bahar, Aran, Kashan City, Iran. <abbas\_arani@yahoo.com>

Organizational climate was addressed in the academic literature for a much longer period than in the trade literature. For example, the terms 'organizational climate' and 'leadership climate' were used as far back as the 1950s (Argyris, 1958; Fleishman, 1953). Organizational culture and climate also are widely used terms that received considerable attention in both the trade and academic press. More recently, the culture and climate of government, non-profit, and human service organizations have received attention. As in the business, for-profit sector, culture and climate are thought to be useful in explaining how organizations influence the behaviors, attitudes, and well-being of members; why some organizations are more innovative and quicker to adopt new technologies; and why some organizations are more successful than others (Barker, 1994; Hoy, 1990; Michela & Burke, 2000; Payne, 2000; Schneider, Gunnarson, & Niles-Jolly, 1994; Tesluk, Farr, & Klein, 1997; Virtanen, 2000).

During the past 30 years, researchers have explored the organizational climate in colleges, and secondary as well as in elementary schools.

In school settings, organizational climate is of interest to administrators, teachers, parents, and students as it has been found to affect many student outcomes, including cognitive and affective behavior, values, personal growth, and satisfaction. Oparaji (1988) in the North Forest Independent School District (Texas) found that teachers were dissatisfied with their jobs and perceived the school system as being unhealthy. A negative significant relationship existed between school organizational climate as perceived by teachers and job satisfaction. Kabes (1989) in his research revealed that there was an overall significant positive correlation between climate and satisfaction. In India, Pandey (1989) in his study in Allahabad District stated that a close relationship seems to exist between the teacher morale, and climate of schools. Natarajan (2001) conducted a comparative study of organizational climate of government and private secondary schools of Tirupattur District of Tamil Nadu. He found that teachers working in an open climate have a very high level of job satisfaction.

'Esprit' refers to the morale of the teachers in school. 'Economic efficiency' refers to a teacher's feeling of contentment with money he earns as a teacher. 'Interpersonal cooperation, reflects the sense of satisfaction. A teacher feels that he is getting cooperation, reflects the sense of satisfaction. A teacher feels that he is getting cooperation from colleagues, the superior, and the management. Naturally, when teachers are satisfied about economic aspect of their job and at the

same time have a good relationship with everybody in school, the level of teacher's esprit must be increase. Also, a climate that affects the organization in a positive manner, provides an environment in which members enjoy extremely high esprit (Dondero, 1997).

Thus, since school organizational climate seems to impact variables like teachers job satisfaction, any possible links between school organizational climate with teachers' job satisfaction are very important and should be examined. The present study was designed to investigate and measure any possible associations between school organizational climate and teachers' job satisfaction.

A further purpose of the present study was to investigate whether any differences exist in the measures of satisfaction when compared by Iranian and Indian teachers. The people of Iran and India belong to different neighbouring ancient civilizations, and have enjoyed close historical links through the ages. They had a common homeland, and shared a common linguistic and racial past. Over the several millennia, they interacted and enriched each other in the fields of language, religion, arts, culture, food, and other traditions. Therefore, some of the similarities between organizational climate of schools in both the countries can be explained in terms of historical factors. From other aspect, naturally there are some difference between two societies. It can be argued that geography aspect presents some important variables like language, ethnicity, climate, and religion and these variables are considered to have an impact on some culture dimensions. For example, while majority of the population in Iran are Muslim, in India different religions have followers. Thus, it would be expected that 'religion' would have an impact on at least some cultural dimensions of life in both countries (on work and organizational behaviour or organizational climate). Despite the fact that India is a 'land of religions', the state is secular. The formal state ideology is based on the separation of religions and state, which is quite opposite in Iran. In The Islamic Republic of Iran, 'religion' and 'politics' work as two faces of the same coin. Furthermore, there is a difference between both the countries in terms of languages. People in Iran and India speak different languages and have different ethnic backgrounds. Iranian people predominantly speak Persian, and the official language is same throughout of the country. People in India speak different languages according to culture of their state and community. Thus, these differences in addition to other socio-economic factors may account for part of the differences in their cultures and naturally in organizational climate of schools.

## METHOD

### Sample

A sample of 512 (226 men and 286 women) secondary school teachers was selected from different schools in Iran (Arak City) and India (Mysore City). The teachers were selected both from government and private schools. Simple random sampling technique was used to select the sample.

### Instruments

#### *The Teacher Job Satisfaction Scale*

The Teacher Job Satisfaction Scale (TJSS) developed by Sudha and Sathyanarayana (1985) was used to measure job satisfaction of teachers. It consists of five components, viz, Economic Sufficiency, Social Status, Professional Growth, Personal Contentment, and Interpersonal Cooperation. There are 8 items in each component, thus constituting a total of 40 items on the scale. Each item is to be answered on a scale of four alternatives i.e., SA-Strongly agree, A-Agree, D-Disagree, and SD-Strongly disagree. The scale can be administered individually or in group. There is no time limit to complete the scale, but teachers may be asked to give their responses as reasonably fast as possible. To score the items on the scale measures of 4,3,2 and 1 are given in the case of positive statements, and 1,2,3, and 4 scoring in the case of negative statements. Thus the range of scores on the scale for each area varies from 8 to 32. The total score for the entire scale varies from 40 to 160. The scale was deemed to be valid and reliable as the selection of the items was based on item analysis employing *t*-test and it has test-retest reliability of 0.6 to 0.8 as found by different studies (James, 1997). The job satisfaction scale as developed originally in English was translated by the investigators into the Persian language and both versions (English for Indian teachers and Persian for Iranian teachers) have been used in this study. Initially, the Persian versions were administered as a pretest to 25 men and 25 women Iranian teachers to find out the suitability of the instruments. With few minor revisions, main study was continued based on the suggestions given by the teacher in the pre-testing of the scale.

#### *School Organizational Climate Description Questionnaire*

School Organizational Climate Description Questionnaire (SOCDQ) was developed by Sharma (1978). Its 64 items are distributed over eight dimensions of organizational climate, of which

four refer to the characteristics of the teachers as a group, and other four refer to the characteristics of the principal as the leader of school. The four dimensions referring to teachers' characteristics are (i) Disengagement, (ii) Alienation, (iii) Esprit and (iv) Humanized thrust. There are 8 items in each component, thus constituting a total of 64 items on the scale. Each item is to be answered on a scale of four alternatives i.e., RO-Rarely occurs, SO-Sometime occurs, OF-Often occurs, and VO-Very Often occurs. The scale can be administered individually or in group. There is no time limit to complete the scale, but teachers may be asked to give their responses as reasonably fast as possible. To score the items on the scale measures of 4,3,2 and 1 are given in the case of positive statements, and 1,2,3, and 4 scoring in the case of negative statements. Thus the range of scores on the scale for each area varies from 8 to 32. The total score for the entire scale varies from 64 to 256. The scale was found to have a reliability ranging from .34 to .81 and a validity of .63 (Sharma, 1978). The SOCDQ as developed originally in English was translated by the investigators into the Persian language and both versions (English for Indian teachers and Persian for Iranian teachers) have been used in this study. Initially, the Persian versions were administered as a pre-test to 25 men and 25 women Iranian teachers to find out the suitability of the instruments. With few minor revisions, main study was continued based on the suggestions given by the teachers of pretest. Also, the reliability and validity for all the eight dimensions of questionnaire (Persian version) had been established and results demonstrated adequate reliability and validity.

## **Procedure**

Investigators personally visited all the selected schools, and the teachers were selected as described in sampling. Subsequently, teachers were provided with a detailed explanation of the purpose of the study and were instructed how to respond to the questionnaires. In case teachers had any doubts in understanding questions, investigators tried to make the questions clearer to them in their local languages.

## **RESULTS**

Using SPSS (Windows version 10.0) statistical package, Pearson's Correlation Coefficient was used to find mutual relationship between sub factors of teachers' job satisfaction and school organizational climate dimensions.

Table 1

*Correlation Matrix for Sub Factors of Job Satisfaction and School Organizational Climate for Iranian Teachers*

SOCDOQ	TJSS					Total
	ES	SS	PG	PC	IC	
Disengagement	-.982	.048	-.021	.085	-.038	-.076
Alienation	.047	-.096	.004	-.025	.093	-.007
Esprit	.132*	.090	.102	.023	.192**	.145*
Intimacy	.029	.067	.011	.033	.039	.011
Psychophysical hindrance	.063	-.010	-.055	-.002	-.024	.039
Control	-.036	-.024	-.006	-.011	.066	-.034
Production emphasis	.020	.008	.115	-.087	.046	.075
Humanized thrust	.082	.030	.039	.023	.101	.074

*Note.* ES= Economic Sufficiency; SS= Social Status; PG= Professional Growth; PC= Personal Contentment; IC=Interpersonal Cooperation.

\* $p < .05$ , \*\* $p < .01$

Results from Table 1 reveal that in Iran there are non significant relationships among four sub factors of teachers' job satisfaction and seven dimensions of school organizational climate, and there is highly significant relationship between one dimension of school organizational climate i.e., 'Esprit' and two sub factors of job satisfaction namely 'Economic sufficiency' and 'Interpersonal cooperation'.

Table 2

*Correlation Matrix for Sub Factors of Job Satisfaction and School Organizational Climate for Indian Teachers*

SOCDO	TJSS					
	ES	SS	PG	PC	IC	Total
Disengagement	-.109	.030	-.058	.082	-.109	.142*
Alienation	.046	-.139*	.050	-.016	-.050	.052
Esprit	.137*	.018	.121*	.223***	.013	.181**
Intimacy	.025	.062	.089	.080	.083	.081
Psychophysical hindrance	.029	-.025	-.017	-.008	-.056	.034
Control	.040	-.015	.003	-.008	-.159**	.080
Production emphasis	-.021	.010	.034	-.004	-.168**	-.050
Humanized thrust	.015	.005	.062	.018	.073	.008

*Note.* ES= Economic Sufficiency; SS= Social Status; PG= Professional Growth; PC= Personal Contentment; IC=Interpersonal Cooperation.

\**p* .05, \*\**p*<.01, \*\*\**p*<.001

Results from Table 2 demonstrates that in India there are significant relationships among five dimensions of school satisfaction and seven dimensions of school organizational climate and all sub factors of teachers' job satisfaction. While among all dimensions of school organizational climate, teacher's esprit has significant relationship with three sub factors of job satisfaction namely 'Economic sufficiency', 'Professional growth' and Personal contentment'. The results also show that there is a negative relationship between two dimensions of school organizational climate namely 'Control' and 'Production emphasis' and one sub factor of teachers job satisfaction i.e., 'Interpersonal cooperation'.

Table 3

*Correlation Matrix for Sub Factors of Job Satisfaction and School Organizational Climate for Indian and Iranian Teachers (Overall)*

SOCDOQ	TJSS					
	ES	SS	PG	PC	IC	Total
Disengagement	-.180***	.059	-.110*	-.259***	.071	-.218***
Alienation	.001	-.117**	.020	.002	.067	.017
Esprit	.166***	.064	.136**	.181***	.089*	.202***
Intimacy	.061	.081	.037	.156***	.056	.088*
Psychophysical hindrance	.029	-.022	.023	-.022	.045	-.017
Control	.051	-.023	-.006	.029	.123**	.073
Production emphasis	.057	.029	.005	.120**	.081	.090*
Humanized thrust	.042	.015	.000	.039	.082	.056

*Note.* ES= Economic Sufficiency; SS= Social Status; PG= Professional Growth; PC= Personal Contentment; IC=Interpersonal Cooperation.

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

Results from Table 3 show that there are negative relationships between one dimension of school organizational climate i.e., 'Disengagement' and three sub factors of teachers job satisfaction namely 'Economic sufficiency', 'Professional growth' and 'Personal contentment' in Iran and India. There is a significant relationship between one dimension of school organizational climate i.e., 'Esprit' and four sub factors of teachers job satisfaction in Iran and India. Table 3 also shows that there is non significant relationship between 'Psychophysical hindrance' and 'Humanized thrust', which are two dimensions of school organizational climate, and all sub factors of job satisfaction in Iran and India.



## DISCUSSION

The present study suggested that teachers' job satisfaction is related to school organizational climate, while it is not clear from the data how to get one from the other, the general relationship is clear and consistent.

Result of this study reveals that among all dimensions of school organizational climate, 'Esprit' has a mutual relationship with at least two sub factors of teachers' job satisfaction namely 'Economic sufficiency' and 'Interpersonal contentment' in Iran and India.

The findings of current study indicate that in India, there are negative relationships among two dimensions of school organizational climate namely 'Control' and 'Production emphasis' and one sub factor of teachers job satisfaction i.e., 'Interpersonal cooperation'. 'Control' refers to the degree to which the principal's behavior can be characterized as bureaucratic and impersonal in nature. 'Production emphasis' refers to behavior by the principal, which is characterized by close supervision of the staff. Principals want the job to be done without considering the views of the staff. According to Indian teachers, both of these behaviors at school can have negative effect on principal's relation with teachers. 'Interpersonal cooperation' reflects the sense of satisfaction a teacher is experiencing, regarding the social fabric in which he/she is working as a teacher. In fact, organizational climate is strongly related to the amount of control over individual workers, and the manner in which this control is exercised is directly affected by management style. Overall effectiveness of the organization is based on the autonomy of the individual worker and that worker's effectiveness is linked to the freedom provided within the organizational climate of the system (Drucker, 1980). Creativity, innovation, good worker morale, and job satisfaction are the keys to organizational effectiveness (Drucker, 1985).

Further analysis indicate that there is a negative relationship between one dimension of school organizational climate i.e., disengagement with three sub factors of teachers job satisfaction (economic sufficiency, professional growth, and interpersonal contentment) in both the countries-Iran and India. 'Disengagement' refers to the teacher's behavior in a task-oriented situation. Usually this situation is available in schools with controlled or closed types of organizational climate.

Results of this study indicate that dimensions, which are related to teachers' behavior characteristics, have more influence on teachers' job satisfaction than dimensions related to principals' behavior characteristics. Meanwhile, it is clear that many aspects of teacher's behavior at school are effected by principals' behavior and style of management. Therefore, type of school organizational climate straightly has influence on job satisfaction of teachers.

In this study, it was found that there are significant relationships among some sub factors of teachers' job satisfaction and many dimensions of school organizational climate. Present finding is in agreement with findings by Armstrong, Kusuma, and Sweeney (1999); Kabes, (1989); Neal, West, and Patterson (2000); Oparaji, (1988); Robertson and Bean (1998); Vest, (1986) who found that there was an overall significant correlation between organizational climate and job satisfaction. However findings of this study are contrary to the finding by Liao (1994) who found that in particular, teachers' engagement and intimacy had negative relations with satisfaction.

From a comparative perspective, it is clear that school organizational climate has more influence on Indian teachers' job satisfaction than their counterparts in Iran. This difference may be due to difference between organizational values in both countries and more research is needed to explain this phenomena. It is advised that in both the countries, principals could improve the climate of their schools by inviting recommendations and suggestions from the faculty regarding improvement of the schools, and implement these suggestions to the fullest extent possible. However, the study of organizational climate is helpful in providing a foundation for an institution to review the variables affecting its organizational climate.

## REFERENCES

- Argyris, C. (1958). Some problems in conceptualizing organizational climate: A case study of a bank. *Administrative Science Quarterly*, 2, 501-520.
- Armstrong, A., Kusuma, H., & Sweeney, M. (1999). The relationship between ethical climates and the quality of working. *Australian Institute of Computer Ethics Conference*. <http://www.businessit.bf.rmit.edu.au/Main/resources/AICEC99/papers/Abstracts/webabstracts.html>.

- Ashton, P. T., & Webb, R. B. (1986). *Making a difference: Teachers' sense of efficacy and student achievement*. New York: Longman.
- Barker, R. A. (1994). Relative utility of culture and climate analysis to an organizational change agent: An analysis of general dynamics, electronics division. *The International Journal of Organizational Analysis*, 2, 68-87.
- Choy, S. P., Bobbitt, S. A., Henke, R. R., Medrich, E. A., Horn, L. J., & Lieberman, J. (1993). *America's teachers: Profile of a profession*. Washington, DC: U.S. Department of Education, Office of educational research and Improvement, National Center for Education Statistics, NCES 93-025.
- Cranny, C. J., Smith, P. C., & Stone, E. F. (Eds) (1993). *Job satisfaction: Advances in research and application*. New York: The Free Press.
- Dondero, G. M. (1997). Organizational climate and teacher autonomy: Implications for educational reform. *International Journal of Educational Management*, 11(5), 218-221.
- Drucker, P. F. (1980). *Managing in turbulent times*. New York: Harper & Row.
- Drucker, P. F. (1985). The discipline of innovation. *Harvard Business Review*, 63(3), 67-72.
- Fleishman, E. A. (1953). Leadership climate, human relations training, and supervisory behaviour. *Personnel Psychology*, 6, 205-222.
- Hoppock, R. (1935). *Job Satisfaction*. New York: Harper Brothers.
- Hoy, W. K. (1990). Organizational climate and culture: A conceptual analysis of the school workplace. *Journal of Educational and Psychological Consultation*, 1, 149-168.
- James, M. S. (1997). *Teachers attitudes, morale and job satisfaction in relation to their personality factors and school organizational climate*. Ph.D. Thesis. University of Mysore, Mysore, India.
- Kabes, S. C. (1989). The relationships among teacher satisfaction, school organizational climate and professional growth and development attitudes of high school teachers. (Thesis ED. D, The University of North Dakota). *Dissertation Abstracts International*. 50(11), 3432.
- Liao, Y. M. (1994). School climate and effectiveness in Taiwan's Secondary Schools. (Thesis ED.D, ST. John's University, New York). *Dissertation Abstracts International*. 56(09) 3396.

- Michela, J. L., & Burke, W. W. (2000). Organizational culture and climate in transformations for quality and innovations. In N. M. Ashkanasy, C. P. M. Wilderom, & M. F. Peterson (Eds.), *Handbook of organizational culture and climate*, (pp. 225-244). Thousand Oaks, CA: Sage Publications, Inc.
- Natarajan, R. (2001). School organizational climate and job satisfaction of teachers. *Journal of Indian Education*. XXVII (2), 139-145.
- Neal, A., West, M., & Patterson, M. (2000). *An examination of interactions between organizational climate and human resource management practices in manufacturing organizations*. Aston University, Aston Business School Research Institute, Feb 2000. <http://www.abs.Aston.ac.uk/wpaper/0003pdf>.
- Oparaji, T. I. (1988). The relationship of teachers perceptions of organizational climate to job satisfaction as moderated by selected contingency factors. (Thesis ED.D, Texas Southern University). *Dissertation Abstracts International*, 49(12), 3578.
- Ostroff, C. (1992). The relationship between satisfaction, attitudes, and performance: An organizational level analysis. *Journal of Applied Psychology*, 77, 963-974.
- Payne, R. L. (2000). Climate and culture: How close can they get? In N. M. Ashkanasy, C. P. M. Wilderom, & M. F. Peterson (Eds.), *Handbook of organizational culture and climate*, (pp. 163-176). Thousand Oaks, CA: Sage Publications, Inc.
- Pandey, S. (1989). Organizational climate and teacher morale. *Journal of Educational Planning and Administration*, 3(3-4), 137-142.
- Robertson, L. J., & Bean, J. (1998). Women faculty in family and consumer sciences: Influences on job satisfaction. *Family and Consumer Sciences Research Journal*, 27(2), 167-193.
- Schneider, B., Gunnarson, S. K., & Niles-Jolly, K. (1994). Creating the climate and culture of success. *Organizational Dynamics*, 23(1), 17-29.
- Sharma, M. (1978). *Technical handbook for school Organizational Climate Description Questionnaire*. South Gujarat University, India.
- Sudha, & Sathyanarayana. (1985). *Teacher Job Satisfaction Scale*. Department of Education. University of Bangalore.
- Tesluk, P. E., Farr, J. L., & Klein, S. R. (1997). Influences of organizational culture and climate on individual creativity. *Journal of Creative Behaviour*, 31, 27-41.

Vest, J. N. (1986). The relationship between school organizational climate and professional growth and development attitudes of high school teachers. (Thesis: ED. D, The University of Tennessee). *Dissertation Abstracts International*, 48(1), 40.

Virtanen, T. (2000). Commitment and the study of organizational climate and culture. In N. M. Ashkanasy, C. P. M. Wilderom, & M. F. Peterson (Eds.) *Handbook of organizational culture and climate*, (pp. 33-354). Thousand Oaks, CA: Sage Publications, Inc.

**Received: *September 23, 2003.***