AN ANALYTICAL STUDY OF JOB SATISFACTION ADJUSTMENT IN TEACHERS WITH RESPECT TO EDUCATIONAL CLIMATE OF THE SCHOOL

Summary Submitted to
Pt. Sundarlal Sharma (Open) University Chhattisgarh Bilaspur (C.G.)
For the Degree of DOCTOR OF PHILOSOPHY in EDUCATION

Under the Supervision of Dr. Sisirkana Bhattacharya
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SUMMARY

1 Introduction:

Man lives by his action. He survives because of his potential to understand environmental changes and the perception about future. It is often understood that a person chooses his career on the basis of his aptitude as well as his inclination. He also sustains a growth in himself personally & socially and administers his work through a status that is an extent under his control. The profession that one classes for his survival is generally termed as a job since he earns his living by it & gets paid for the work he does. However job does not always mean the professionalism in the work. Vorg Yulu (1974) worked in the capability of teacher consistently on different areas. Without a satisfaction in the work that we are basically doing, a person is not expected to be institutionalised as is expected to accept. According to Horseberg’s (1966), two factors theory, the motivator hygiene status of an individual allows the sustenance of two basic needs- health hygiene & motivator. The status of health corresponds to an enhance environment for the person which includes salary, work climate, surroundings and administrative rules. The second need is higher and corresponds to individual difference that fulfills a person's need in work situations. If this need is fulfill satisfaction is develop.

Baker (1964) Brokov (1963), vice (1973) and others propose that educational abilities and work efficiency are significantly related. Similarly Roman (1970) Solman (1974) Triadis (1959) found in different studies that the job satisfaction develop working ability.

Job satisfaction is an area which needs and understanding of discrepancies in selection of career. According to Joylock (1969) if a person
makes an objective with a desired goal and the actual goal he achieves is the same his job satisfaction would be high.

Hergberg (1966) in his two factor theory said that motivator hygiene takes care of some related innate needs of the individual. These basic needs are health and motivation. Motivation includes salary work climate management, and administrative rules the second factor is of a higher states and different in terms of as soon as a person fulfills the need of an area he develops satisfaction in that direction therefore the job satisfaction of the individuals influences adjustment also. If the person is not satisfied, he develops misconception and wrong behaviours towards family and individuals he is always tense and cannot adjust. This affects his working ability also.

According to Bloam and Boiler, the job satisfaction of workers is a result of various opinions about work and general life of those workers and their related factors.

Adjustment is specifically important for job satisfaction and it is important for the success for a person to keep adjusted with the climate of his institution.

According to Ogris (1957) behaviour is related to experience, therefore in & organisation structure, culture, leadership and related faculties are basically involved with its climate. Cornel (1955) suggested that the people working in a institution have an emotional relationship with the institute and therefore possess positive and negative attitudes the educational climate of a school refer to its physical structure, academic structure, emotional setup, moral and thought climate, social environment, spiritual aesthetic and psychological climate.
Job satisfaction that is relevant to personal adjustment in teachers is a function of educational climate of the institution where the teachers work.

Job satisfaction that is relevant to personal adjustment in teachers is a function of educational climate of the institution where the teachers work.

Related studies like Pratap and Shrivastav (1985) insist that organisational climate is directly proportional to job satisfaction in teachers. Again good educational climate is reflected by good student achievements. Many other studies like Agrawal, S. (1988), Gonsalves (1989), Ray S(1999), Reddy, Subramaniam (1990). Saxena, N (1985), Dhotia N.C. (1990), Sharma M.S.R (1991) etc. show that factors like motivation, emotional stability, socioeconomic status, and attitude toward the profession and toward children are accountable for job satisfaction and teacher adjustment. The finding that job satisfaction in teachers is negatively co-related to social economic status, is an indication of the fact that teachers do not teach for one hence their adjustment and their attitude towards the profession is more a result of the school climate.

The study is proposed to answer issues like variation in educational climate and its relation to job climate, relationship of adjustment and job satisfaction issues of school climate and its differences in educational climate with respect to teacher adjustment and differences in levels of job satisfaction due to educational climate.

The present study is likely to elicit the favourable or unfavourable condition of schools with respect to inclination towards the particular job whether the teacher is adjusted to the profession in terms of his personal profile or student's interest.
Educational climate is the interaction that takes place between members or the organization where they fulfill their prescribed roles while satisfying their individual needs.

Pertaining to 'school' - 'Educational climate is the resulting condition, within the school, of social interaction among the teachers and between the teachers and the principal'.

Over the past eight decades, researchers have studied the construct of job satisfaction in great detail (Thompson, McNamara, & Hoyle, 1997). Several theoretical frameworks on job satisfaction have emerged from the massive body of studies that have been conducted with multiple types of educational work groups, including special educators, faculty, school psychologists, and teachers. Thompson et al. conducted an extensive literature review, uncovering three specific theoretical frameworks. The first group of job satisfaction studies can be categorized as content theories. Content theories attempt to explain job satisfaction in terms of needs that must be satisfied or values that must be attained. One relevant example of a content theory is social identity theory, as discussed above. Job satisfaction, when examined under this lens, is a result of one's need for socially shared meaning/status.

2. Briefs to Related Literature:

2.1 Studies related to Job Satisfaction in Teachers:

Andersen et al. (1984), Levinson et al. (1988), and Brown et al. (1998) found overall levels of job satisfaction as eighty-six, eighty-four, and eighty-six percents respectively. The slightly lower level of job satisfaction found in the current study may be a result of the fact that the current study utilized solely one question in this finding. Despite these slight differences, the current finding suggests that changes over the past twenty-two years in
service delivery systems, federal law, as well as roles of the school psychologist (Reschly & Wilson, 1995) predict that, practitioners continue to report overall satisfaction with their employment.

**Clemence, S.Mary. (1989)** worked on job satisfaction among high school women teachers by their role conflict and dimensions of values & observed that:

1. Role conflict was found to negatively affect all the dimensions of job satisfaction. Among the dimensions of values, only one dimension, viz. social value, was found to affect the total job satisfaction of high school women teachers.

2. Women teachers who were moderate in their social dimension of value expressed significantly more dissatisfaction than either the low or high groups of social dimension of value with male teachers but the extreme groups did not differ. The interactional effect was significant in only one stray instance. viz. the role conflict and theoretical dimension of value on the interpersonal component of job satisfaction of high school women teachers.

**Dixit, Santosh Kumar (1989)** worked on the effect of personality factors and self concept on educational achievement & found that:

1. Personality factors significantly influenced the educational achievement.

2. Intelligence was related to educational achievement.

3. Self concept was not related to educational achievement.

**Gonzalves, F. (1989)** worked on a critical study of the job satisfaction of the primary teachers found that:

1. The percentage of teachers who were satisfied with their job was less than 50% with respect to all types of teachers.
(2) The teachers were dissatisfied with their job because of their transfer to remote places, and the other tasks which were assigned to them such as family planning, preparation of electoral rolls, surveys, etc.

(3) The teachers were found to be genuinely interested in teaching but reference books, audio-visual aids, etc. were not available in the school.

Dhotia, N.C. (1990) studied the factors affecting job satisfaction of commerce teachers of Rajasthan and its impact on educational achievement of their pupils & found that:

(1) Job security, pay awareness and academic freedom were positively related to job satisfaction.

(2) Teaching experience was not related to job satisfaction.

(3) Attitudes towards interpersonal relationship were related to job satisfaction.

(4) Outgoingness, intelligence emotional stability and sobriety were related to job satisfaction.

(5) Principal leadership influenced job satisfaction of teachers.

(6) Job satisfaction did not have any significant impact on the achievement of pupils.

2.2 Studies related to Adjustment in Teachers:

Agarwal S. (1988) worked on a study of adjustment problems and their related factors of more effective and less effective teachers (with reference to primary level female teachers.) & observed that:

(1) There was a significant difference between the adjustment problems of more effective and less effective female teachers at primary level; the
more effective teachers were better adjusted than their less effective counterparts.

(2) Social factors were found more prominent in the adjustment problems of more effective teachers, while in the case of less effective female teachers the emotional factors were found more influential.

**Mahashabde, R.S. (1990)** worked on the relationship between effectiveness of principals of polytechnics in Maharashtra State and institutional climate, teachers morale and job satisfaction and students academic achievement & found that:

(1) The relationship between leadership effectiveness (LE) and teachers morale was significant; that between LE and institutional climate was not significant; that between LE and the job-satisfaction of teachers was not significant.

(2) No relationship was found between LE and students academic achievement.

3. **Studies related to Educational Climate**:

**Patel.K. (1974)** worked on the study of leadership for improving instructions in high schools of selected districts in Gujarat by using educational climate description questionnaire by Helpin and Crofts and self developed rating scales. The major findings were that:

(i) Leadership, organizational climate, teacher morale, supervised practices, and innovation and change were significantly related to the progressive characteristics of high schools.

(ii) Instructional leadership in high schools was highly correlated with educational climate.
(iii) Leadership and educational climate of the schools influenced the morale of their teachers; and

(iv) The leadership educational climate, and teacher morale were of high quality, the supervisory practices for the improvement of instruction were found to be effective and the teachers were more innovative.

**Pillai J.K. (1974)** studied Educational Climate, teacher morale and school quality, by using (i) the educational climate description questionnaire of Hatpin and Croft. (ii) the Bentley and Rampell's produce teacher questionnaire, (iii) self developed inventory scale to assess the innovative ability of the school, and (iv) a self developed questionnaire for demographic data and pupil performance data. The major findings of the study reveal that: (1) performance of pupils was significantly better in open and autonomous climate schools than in other climate types, (ii) performance of pupils in high morale schools was superior to that of the average moral schools which in turn was better than the low morale schools, (iii) both climate and morale were positively and highly related to both the criteria namely, pupil performance and innovative ability of the schools (iv) e-spirit, thrust, disengagement and hindrance were found influencing the level of performance of pupils in schools, (v) the innovative ability of the school was significantly related to the three sub-tests namely e-spirit, thrust and disengagement; and (vi) there was a high correlation between climate and morale.

**Dorji D.R. (1975)** studied leadership behaviour and its correlates in the secondary schools of Panchmahals district, using (i) OCDQ (Halpin and Croft), (ii) LBDQ (Halpin and Winer), (iii) teacher morale (Robert Coughlan); he concluded that the leadership behaviour dimensions and patterns were critical indicators of organizational climate, staff morale, academic motivation, school innovativeness and status.
Pandya D.G. (1975) studied the effectiveness of super-vision as a function of organismic variables and professional equipment of high school supervisors, using (i) education climate description questionnaire (OCDQ) by Halpin and Crofts, (ii) the leadership behaviour description questionnaire by Halpin and Winer and (iii) self developed rating scales and found that advanced district schools stood high in the openness of educational climate than the backward district schools.

4. Findings:

Hypothesis 1:

There will be no significant difference between the educational climate of the school with respect to locale and type of school.

Table 1.1

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>300</td>
<td>49.302</td>
<td>10.17</td>
<td>298</td>
<td>3.72</td>
<td>P&lt;.01</td>
</tr>
<tr>
<td>Rural</td>
<td>300</td>
<td>43.51</td>
<td>9.27</td>
<td></td>
<td></td>
<td>S</td>
</tr>
</tbody>
</table>

Therefore the hypothesis that there is no significant difference between the educational climate of schools with respect to locale stands rejected.
Table 1.2

Significant difference between educational climate with respect to type of school

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>300</td>
<td>53.47</td>
<td>13.11</td>
<td>298</td>
<td>1.238</td>
<td>NS</td>
</tr>
<tr>
<td>Private</td>
<td>300</td>
<td>48.18</td>
<td>9.16</td>
<td>298</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The hypothesis, that there will be no significant difference between the educational climate of schools with respect to type of school stands accepted.

Hypothesis 2:

There will be no significant difference between job satisfaction with respect to gender, locale & type of school.

2.1 There will be no significant difference between job satisfaction of male and female teachers.

Table 2.1

Significant difference between Job Satisfaction of male and female teachers (gender)

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>300</td>
<td>22.067</td>
<td>5.204</td>
<td>298</td>
<td>1.3627</td>
<td>NS</td>
</tr>
<tr>
<td>Female</td>
<td>300</td>
<td>21.473</td>
<td>5.471</td>
<td>298</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The hypothesis accepted because there exist no significance differences between Job satisfaction of male and female teachers.
2.2 There will be no significant difference between government and private schools with respect to job satisfaction

Table 2.2

Significant difference between job satisfaction of government and private schools

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>300</td>
<td>158.31</td>
<td>26.082</td>
<td>298</td>
<td>3.9479</td>
<td>S</td>
</tr>
<tr>
<td>Private</td>
<td>300</td>
<td>144.39</td>
<td>22.835</td>
<td>298</td>
<td>2.835</td>
<td>P&lt;.01</td>
</tr>
</tbody>
</table>

The hypothesis is rejected because there is a significant difference between job satisfaction of teachers from government and private schools.

2.3 : There will be no significant difference between teachers of urban and rural schools.

Table 2.3

Significance difference between job satisfaction of teachers with respect to locale

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>300</td>
<td>22.19</td>
<td>5.659</td>
<td>298</td>
<td>1.9301</td>
<td>NS</td>
</tr>
<tr>
<td>Rural</td>
<td>300</td>
<td>21.35</td>
<td>4.98</td>
<td>298</td>
<td>1.9301</td>
<td>NS</td>
</tr>
</tbody>
</table>

Hence the hypothesis stands accepted that there is no significant difference between the job satisfaction of teachers in urban and rural schools.

Hypothesis 3 :

There will be no significant difference between adjustment in teachers with respect gender locale & type of school,
3.1 There will be no significant difference between adjustment levels of male and female teachers.

Table 3.1
Significant difference between Adjustment of male and female teachers (gender)

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>300</td>
<td>53.82</td>
<td>9.971</td>
<td>298</td>
<td>0.7494</td>
<td>NS</td>
</tr>
<tr>
<td>Female</td>
<td>300</td>
<td>53.15</td>
<td>12.058</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thereby the hypothesis that there will be no significance difference between the adjustment of male and female teachers stands accepted.

3.2: There will be no significant difference between the Adjustment in teachers from urban and rural locales.

Table 3.2
Significant difference between Adjustment in teachers from urban and rural schools

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>300</td>
<td>53.47</td>
<td>10.611</td>
<td>298</td>
<td>0.0409</td>
<td>NS</td>
</tr>
<tr>
<td>Rural</td>
<td>300</td>
<td>53.50</td>
<td>11.508</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thereby, the hypothesis that there is no significant difference between the adjustment levels of teachers from urban and rural locales stands accepted.
3.3 There will be no significant difference between Adjustment in teachers from government and private schools.

Table 3.3
Significance difference between Adjustment in government and private schools

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>300</td>
<td>53.783</td>
<td>9.721</td>
<td>298</td>
<td>0.653</td>
<td>NS</td>
</tr>
<tr>
<td>Private</td>
<td>300</td>
<td>53.193</td>
<td>12.263</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Therefore, the hypothesis that there will be no significant difference in the adjustment levels of teachers from government and private schools stands accepted.

Hypothesis 4:

There will be no significant correlation between Job Satisfaction and Adjustment in teachers

Table 4
Correlation between Job satisfaction and Adjustment

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>df</th>
<th>r</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job satisfaction</td>
<td>600</td>
<td>52.46</td>
<td>558</td>
<td>.7585</td>
<td>+ve high</td>
</tr>
<tr>
<td>Adjustment</td>
<td></td>
<td>53.58</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This proves that there is a significant correlation between job satisfaction and adjustment in teachers. Hence the hypothesis stands rejected.
Hypothesis 5:

There will be no significant relationship between educational climate and adjustment in teachers.

Table 5
Correlation between Educational climate and Adjustment

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>df</th>
<th>r</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Climate</td>
<td>600</td>
<td>47.68</td>
<td>558</td>
<td>.4983</td>
<td>+ve</td>
</tr>
<tr>
<td>Adjustment</td>
<td>53.58</td>
<td></td>
<td></td>
<td></td>
<td>moderate</td>
</tr>
</tbody>
</table>

Thereby, the hypothesis that there will be no significant relationship between educational climate and adjustment stands rejected.

Hypothesis 6:

There will be no significant relationship between educational climate and job satisfaction in teachers.

Table 6
Correlation between Educational climate and Job satisfaction in teachers

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>df</th>
<th>r</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Climate</td>
<td>600</td>
<td>47.68</td>
<td>558</td>
<td>.8464</td>
<td>+ve high</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>52.46</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


This proves that the hypothesis that there is no significant correlation between job satisfaction in teachers and educational climate stands rejected. The variable can now be interpreted according to the verification table as per data.

**Hypothesis 7.1**

There will be a significant interactional effect between Job satisfaction and Adjustment in teachers on Educational climate of the school.

**Table 7.1**

ANOVA of Job satisfaction (A) x Adjustment (B) in teachers on the Educational climate of the school

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>df</th>
<th>sum of squares</th>
<th>Mean square variance</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A(JS)</td>
<td>1</td>
<td>1289.4654</td>
<td>1289.4654</td>
<td>7.672</td>
<td>P&lt;.01</td>
</tr>
<tr>
<td>B(Adj)</td>
<td>1</td>
<td>118.5937</td>
<td>118.5937</td>
<td>0.968</td>
<td>NS</td>
</tr>
<tr>
<td>A X B</td>
<td>1</td>
<td>2146.7375</td>
<td>2146.7375</td>
<td>16.1123</td>
<td>P&lt;.01</td>
</tr>
<tr>
<td>Errors within</td>
<td>82</td>
<td>12269.887</td>
<td>149.6327</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A significant interactional effect can be seen between the job satisfaction and adjustment for educational climate (t=16.1123, P< .01).
Hypothesis 7.2

The main effect of Job satisfaction will be greater than that of Adjustment in teachers on the Educational climate of the school.

Table 7.2
Position of Main effects on Educational Climate

<table>
<thead>
<tr>
<th>Position</th>
<th>Main effects</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hypothesized</td>
<td>Observed</td>
</tr>
<tr>
<td>Higher</td>
<td>Job Satisfaction</td>
<td>Job Satisfaction</td>
</tr>
<tr>
<td>Lower</td>
<td>Adjustment</td>
<td>Adjustment</td>
</tr>
</tbody>
</table>

The main effect of job satisfaction is higher (7.672) than adjustment (0.968) on the educational climate of schools.

Hypothesis 8:

Educational climate being constant, the effect of type of school will be greater than that of locale and gender with respect to the Job satisfaction of teachers.

Table 8
Partial co-relational effects of locale gender and type of school with respect to Job satisfaction of teachers

<table>
<thead>
<tr>
<th>Variables</th>
<th>Means</th>
<th>S.D.</th>
<th>r</th>
<th>Partial rs</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locale(1)</td>
<td>52.25</td>
<td>5.651</td>
<td>(r_{12} = 0.42)</td>
<td>(r_{12,3} - 0.68)</td>
<td>Mod</td>
</tr>
<tr>
<td>Gender(2)</td>
<td>53.06</td>
<td>5.204</td>
<td>(r_{13} = .60)</td>
<td>(r_{13,2} = .84)</td>
<td>S</td>
</tr>
<tr>
<td>Type of School(3)</td>
<td>54.47</td>
<td>4.775</td>
<td>(r_{23} = 0.54)</td>
<td>(r_{23} = .71)</td>
<td>S</td>
</tr>
</tbody>
</table>
The partial co-relational effects of type of school is greater than locale and gender on the job satisfaction of teachers.

5. **Conclusions :**

1. (a) There exists a significant difference between the educational climate of the school in urban and rural locals \((t=3.72, \text{df}=298 \text{ at } .01 \text{ level of confidence})\) the mean being in favour of the urban locale.

(b) There exists no significant difference between the educational climate in government and private schools \((t=1.238, \text{df}=298, \text{NS})\).

2. (a) No significant difference exists between job satisfaction in male and female teachers \((t=1.3627, \text{df}=298, \text{NS})\).

(b) There exists a significant difference between teachers of government and private schools \((t=3.9479, \text{df}=298, \text{S})\).

(c) No significant difference exists between job satisfaction in urban and rural locales \((t=1.93, \text{df}=298, \text{NS})\)

3. (a) No significant difference exists between adjustment levels of teachers with respect to gender \((t=0.7494, \text{df}=298, \text{NS})\).

(b) No significant difference is observed between adjustment levels of teachers in urban and rural locales \((t=0.0409, \text{df}=298, \text{NS})\).

(c) No significant difference is found between adjustment levels of teachers from government and private schools \((t=0.653, \text{df}=298, \text{NS})\)

4. A significant high and positive correlation exists between job satisfaction and adjustment of teachers \((r=0.7585)\)

5. A significant positive and moderate level of correlation exists between educational climate and adjustment in teachers \((r=0.4983)\).
6. A significant and relatively positive high level of correlation exists between educational climate and job satisfaction in teachers (r=0.8464)

7. (a) A significant interactional effect can be seen between the job satisfaction and adjustment for educational climate (t=16.1123, P< .01).

(b) The main effect of job satisfaction is higher (7.672) than adjustment (0.968) on the educational climate of schools.

8. The partial co-relational effects of type of school is greater than locale and gender on the job satisfaction of teachers.

6. **Suggestions** :

   The primary concern of any educational institution is the effective implementations of educational policies in order to achieve the goals for this purpose a healthy coordination between the teachers and the principal and among teacher themselves is necessary moreover the urban-rural inadequate differences are also to be met out with this in view the following suggestions are offered :

   1. Principles of the educational institutions should see that they maintain healthy interpersonal relationships with their teachers.

   2. Future research may address this phenomenon by examining more factors such as age, work setting, psychologist to student ratio, etc. Neither was data collected concerning the level of involvement in the organizations in which they are members not he amount to which they identify with the organizations. Future research may address these questions by examining to which individuals accept the values and goals of an organization as their own (Mc. Gregor, 1967 ; March of Simon, 1958) or individuals perceptions of how much they are unconcerned with the organizations
A review of the literature conducted by staff at the Yale Child Study Center yielded a list of 15 components that characterize school climate.

7. **Implications of the Study**

The present research is in consistence with the readiness status of job satisfaction with respect to variables like adjustment and motivation. However, while studying the effect of job satisfaction and adjustment on educational climate of schools, it became evident that the quality of education at school depends not only on educational climate but also on teacher qualification and their home environment, salary status as well as accountability. Satisfaction in job is accelerated by implications of understanding in the peer and adjustment techniques assorted by the individual and their differences in relative areas. Job satisfaction therefore is employed by impressions of academic and environmental adjustment.

**For Institutions**:

1. Educational climate is better when it is open; however, job satisfaction could be inversely proportional to the openness of educational climate. The close status is subject to institutional status changes. Hence both government and private institutions should aim at openness of educational climate for professional success.

2. Closed educational climate cannot bring important achievement because of hinderance in interpersonal relationship as well as community participation. Therefore the results of the study can be used to remove stagnations in the institutions.

**For Administrators**:

1. The study would lead to adjustment level indications with respect to emotional discrepancies and difficulty levels at academic achievement.
This is true for both teachers and students. Ultimately priorities can be adjusted by teachers according to educational climate i.e. teacher-student relationship and student demands.

2. Satisfaction in one's job as a teacher is highlighted by those individuals who take their job as an intensely coordinated profession and not as salaried work. There are also many people, specially female teachers for whom teachership is only a pass-time with less demands and more holidays. These then could be identified and potentially verified for accountability levels that suit educational climate of schools.

For Teachers:

1. Educational climate can be made a criterion for career selection.
2. Career maturity and job satisfaction can directly matched with educational climate for teaching profession.
3. Teachers at different levels show different adjustment levels also. However high levels of adjustments do not imply high level of job satisfaction when teachers invest less time for more profit, the associated forbiddance are to be taken more care of.

8. Suggestions for further research (Follow up Studies):

   With respect to the findings of the present study and its scope, the following areas should be exploited for further research -

1. An analytical study of educational climate with respect to difference administration system.
2. A regression analysis of job satisfaction in terms of open and close educational climate for central and state board schools.
3. Job satisfaction as a function of family responsibilities, inspiration status and anxiety levels
4. Effect of job satisfaction on home environment and parental care.
5. Effect of job satisfaction on home environment and career maturity.
6. An analytical study of adjustment levels of teachers in government and private schools.
7. Relationship of emotional intelligence with respects to job satisfaction and school climate.
9. Job satisfaction as a function of behavioural norms and personality levels.
10. Management effects on educational climate and its interaction with socio-economic status of teachers at different levels.
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