

A Study of Relationship between Job Satisfaction and Organizational Climate of Principals of First Grade Degree Colleges of Hubli-Dharwad Corporation Area

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Abstract – The purpose of the study is to A STUDY OF RELATIONSHIP BETWEEN JOB SATISFACTION AND ORGANIZATIONAL CLIMATE OF PRINCIPALS OF FIRST GRADE DEGREE COLLEGES OF HUBLI-DHARWAD CORPORATION AREA, The nature of present study is of descriptive survey. 50 First Grade Degree Colleges Principals of Hubli Dharwad Corporation area were selected for the study. The findings of the study concluded that; Whenever job satisfaction increases it support to increase the self-rating scores, teacher educator skills, administrator skills, personnel administrator skills and public relation administrator skills of principals of First Grade Government Degree Colleges of Hubli-Dharwad Corporation area. Whenever the organizational climate increases it support to increases the self rating of principals, teacher-educator skills, administrator skills, personnel administrator, public relation administrator of principals of First Grade Government Degree Colleges of Hubli-Dharwad Corporation area.

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INTRODUCTION

The Teacher education is of utmost importance to make teaching an interesting profession. The heads of First Grade Degree Colleges as an administrator plays vital role in the system of teacher education. By virtue of his position, the heads of First Grade Degree Colleges is a functionary +of its destiny. Just as every organization needs an administrator or leader, so also educational institutions in general and a college of education in particular must have an administrator who would stimulate and direct various activities of that particular institution. The heads holds key position in the administrative network of First Grade Degree Colleges. The success of the First Grade Degree College system is depends on his ability, skills, experience, efficiency, alertness, tactfulness, sociability, imagination and originality. The Head as a administrator should have adequate job satisfaction as it influences on the quality of teacher education. Unless and until the Head derives satisfaction on his job, he cannot initiate desirable outcomes to cater to the needs of the society as well as to leave up to the social expectations.

OBJECTIVES OF THE STUDY

- To study the relationship between job satisfaction of principals with their self-rating

and its dimensions i.e. as a teacher - educator, as an administrator, as a personnel administrator and as a public relation administrator.

- To study the relationship between organizational climate with self-rating of principals and its dimensions i.e. as a teacher -educator, as an administrator, as a personnel administrator and as a public relation administrator.

HYPOTHESES

- There is no significant relationship between job satisfaction of principals with their self-rating and its dimensions i.e. as a teacher - educator, as an administrator, as a personnel administrator and as a public relation administrator.
- There is no significant relationship between organizational climate with self-rating of principals and its dimensions i.e. as a teacher -educator, as an administrator, as a personnel administrator and as a public relation administrator.

METHODOLOGY

The study adopts Descriptive survey method for investigation

SAMPLE

Total 50 First Grade Degree College Principals were selected for the study from Hubli-Dharwad Corporation area of Karnatak State with Random sampling techniques.

TOOLS

- Organizational climate inventory.
- Job Satisfaction Scale

STATISTICAL TECHNIQUES

The Correlation technique was used

ANALYSIS AND INTERPRETATION

Hypothesis: There is no significant relationship between job satisfaction of principals with their self-rating and its dimensions i.e. as a teacher -educator, as an administrator, as a personnel administrator and as a public relation administrator.

To test or achieve this hypothesis, the Karl Pearson's product moment correlation coefficient test was applied and results are presented in the table.

Table 1: Correlation coefficient between job satisfaction of principals with their self-rating and its dimensions i.e. as a teacher-educator, as an administrator, as a personnel administrator and as a public relation administrator

Variables	Job satisfaction		t-value	p-value	Signi.
	r(X,Y)	r ²			
Self rating	0.9482	0.8991	24.6108	<0.01	S
Dimensions					
As a teacher -educator	0.9359	0.8759	21.9054	<0.01	S
As an administrator	0.9342	0.8728	21.5965	<0.01	S
As a personnel administrator	0.9355	0.8752	21.8359	<0.01	S
As a public relation administrator	0.9070	0.8227	17.7614	<0.01	S

From the above table, it is clear that,

- A significant and positive correlation is found between job satisfaction and self-rating principals ($r=0.9482$, <0.01) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. Which means that, whenever job satisfaction increases it support to increase the self-rating scores of principals of B.Ed. Colleges.
- A significant and positive correlation is found between job satisfaction and first dimension

of self-rating i.e. as a teacher -educator ($r=0.9359$, <0.01) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. Which means that, whenever the job satisfaction increases it support to increase the teacher educator skills of principals of B.Ed. Colleges.

- A significant and positive correlation is found between job satisfaction and second dimension of self-rating i.e. as an administrator ($r=0.9342$, <0.01) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. Which means that, whenever the job satisfaction increases it support to increase the administrator skills of principals of B.Ed. Colleges.
- A significant and positive correlation is found between job satisfaction and third dimension of self-rating i.e. as a personnel administrator ($r=0.9355$, <0.01) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. Which means that, whenever the job satisfaction increases it support to increase the personnel administrator skills of principals of B.Ed. Colleges.
- A significant and positive correlation is found between job satisfaction and fourth dimension of self-rating i.e. as a public relation administrator ($r=0.9070$, <0.01) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. Which means that, whenever the job satisfaction increases it support to increase the public relation administrator skills of principals of B.Ed. Colleges.

Hypothesis-2: There is no significant relationship between organizational climate with self-rating of principals and its dimensions i.e. as a teacher -educator, as an administrator, as a personnel administrator and as a public relation administrator.

To test or achieve this hypothesis, the Karl Pearson's product moment correlation coefficient test was applied and results are presented in the table.

Table 2: Correlation coefficient between organizational climate with self-rating of principals and its dimensions i.e. as a teacher - educator, as an administrator, as a personnel administrator and as a public relation administrator

Variables	Organizational climate		t-value	p-value	Signi.
	r(X,Y)	r ²			
Self rating	0.8017	0.6427	11.0593	<0.01	S
Dimensions					
As a teacher -educator	0.7903	0.6246	10.6369	<0.01	S
As an administrator	0.8111	0.6578	11.4336	<0.01	S
As a personnel administrator	0.7757	0.6017	10.1351	<0.01	S
As a public relation administrator	0.7568	0.5727	9.5467	<0.01	S

From the above table, it is clear that,

- A significant and positive correlation is found between organizational climate and self rating of B.Ed. Colleges ($r=0.8017$, <0.01) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. Which means that, whenever the organizational climate increases it support to increases the self rating of principals of B.Ed. Colleges.
- A significant and positive correlation is found between organizational climate first dimension of self rating i.e. as a teacher - educator ($r=0.7903$, <0.01) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. Which means that, whenever the organisational climate increases it support to increase the teacher-educator skills of principals of B.Ed. Colleges.
- A significant and positive correlation is found between organizational climate and second dimension of self rating i.e. as an administrator ($r=0.8111$, <0.01) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. Which means that, whenever the organizational climate increases it support to increases the administrator skills of principals of B.Ed. Colleges.
- A significant and positive correlation is found between organizational climate and third dimension of self rating i.e. as a personnel administrator ($r=0.7757$, <0.01) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. Which means that, whenever the organisational climate increases it support to increases the personnel administrator skills of principals of B.Ed. Colleges.

- A significant and positive correlation is found between organizational climate and fourth dimension of self rating i.e. public relation administrator ($r=0.7568$, <0.01) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. Which means that, whenever the organizational climate increases it support to increases the public relation administrator skills of principals of B.Ed. Colleges.

DISCUSSION AND CONCLUSION

From the findings it is concluded that;

Whenever job satisfaction increases it support to increase the self-rating scores, teacher educator skills, administrator skills, personnel administrator skills and public relation administrator skills of principals of First Grade Government Degree Colleges of Hubli-Dharwad Corporation area. Whenever the organizational climate increases it support to increases the self rating of principals, teacher-educator skills, administrator skills, personnel administrator, public relation administrator of principals of First Grade Government Degree Colleges of Hubli-Dharwad Corporation area.

EDUCATIONAL IMPLICATIONS

The Indian Constitution clearly indicated the urgent need of life oriented education. As a result of which in India the primary and secondary education sectors are developing rapidly throughout the country. Due to this factor teacher education at the both level developed with full modern technical and scientific background.

Every teacher education institutions are expected to carry out all the activities with the help of a leader as well as the faculty. The institutional planning, administration and organization requires very efficient person as a head of the institution. He/ She is known as the principal. No doubt every teacher training institution is having a principal. But, if one looks at the prospective angle, the ability and affectivity of the existing principals will be very rarely found.

Hence, there is urgent need to develop following factors among the principals of teacher education institutions.

- Self-confidence and leadership qualities.
- High educational qualifications and professional training.
- Managing, organizing and Communicative skills.

- Effective administrative behaviour.
- Ability to know the norms and policies of educational administration.
- Commanding nature.
- Professional ethics and code of conduct.
- Qualities of an effective teacher-educator.
- Skills of time management and Resource management.
- Optimistic and encouraging behaviour.

Owing to the above facts the present study attempted by the investigator to know the Job satisfaction and administrative behaviour of the principal of B.Ed. Colleges in Gulbarga Division of Karnatak State. The study also revealed directly or indirectly related to job satisfaction and administrative behaviour of the principals. Following facts are related to job satisfaction of the principals of B.Ed. Colleges.

- Type of management.
- Age, sex, and qualifications of the principals.
- Socio-economic Status of the principals of B.Ed. Colleges.
- Location (urban and rural) of B.Ed. Colleges.
- Good infrastructure, physical and other facilities results into high job satisfaction.
- Healthy, open and encouraging organizational climate yields high job satisfaction.
- High intellectual, social and matured emotional personality characteristics led to high job satisfaction.
- Age and sex does not have any impact on job satisfaction, where as educational qualifications had positive impact on job satisfaction of principals of B.Ed. Colleges.
- The socio economic status has positive impact on job satisfaction like high socio economic status-high job satisfaction and low socio economic status -low job satisfaction.
- The second, aspect of the study is the administrative behaviour of the principals of B.Ed. Colleges and the factors influencing the administrative behaviour are as follows:
- High Job satisfaction led to effective administrative behaviour.

- Healthy organisational climate led to effective administrative behaviour.
- Matured and balanced personality characteristics led to effective administrative behaviour.
- Prospective self-rating and self-confidence led to effective administrative behaviour.
- High morale led to effective administrative behaviour.

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