



Effect Of Organizational Environment And Personality Traits On The Job Satisfaction

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ABSTRACT

The level of job satisfaction of teachers over the time can be due to many factors at workplace, the organizational environment at college and personality of the teachers. The investigator is involved in the field of education from last 15 years. She has visited many colleges, met principals and teachers there. Her curiosity aroused to know job satisfaction of teachers in selected districts of UP state. Further, she observed the different types of organizational environments prevailing in different higher secondary schools. She also noticed that teachers aura has to be special and their personality has to be like a guide rather than teacher. Many questions aroused in mind were: What can be the job satisfaction level of teachers? What are the various types of organizational environment prevailing in higher secondary schools?

Keywords:- Environment, concept, Personality traits, job satisfaction etc.

INTRODUCTION

Various studies and educational reformers have characterised organisational environment in various ways, but there appears to be agreement on what defines organisational environment. According to Freiberg & Stein (1999), "college environment is the heart and soul of a college; aspect of the institution that drives students, faculty, & principal to love college and want to be there every day." The metaphor of the heart and soul is utilised to emphasise significance of college atmosphere; it inspires and gratifies college members so that they feel comfortable while in college, attracting them to college."

As a result, atmosphere is component of institution that gives it life and exposes the ideals that college values. Organizational environment is a term that deals with employees' impressions of their workplace. Management has a direct impact on the atmosphere, which in turn influences motivation of entire team. Environment is a generally long-lasting feature that instructors perceive, impacts their behaviour, and is founded on their collective judgments.

According to Owens (1987), "Organizational Environment is study of individuals' perceptions of various characteristics of settings in organisation." The college atmosphere has clear implications for increasing work life quality. Colleges with a strong sense of community, familiarity, & trust among professors will be more effective. Thus, environment is a type of organisational energy that, when appropriately channelled, may make a significant difference in college quality. College progress and increased campus effectiveness will not be sustained in the absence of a favourable college atmosphere. All people who are directly involved in the organisation must feel this environment. Halpin and Croft (1966), educational management scholars, propose two major dimensions of interpersonal interaction: principals' and teachers' behaviour.

Job satisfaction in a good organizational environment concept emphasises the commitment between job happiness & advantages of labour. The work itself is very important for job satisfaction, Job satisfaction means overshadowing the glimmer aspects, Job satisfaction is the optimum level of positive feeling and attitude derived from the work, Physical and environmental factors related to the work and the work place, and job satisfaction is the outcome of the appraisal of a job.

When the lowest degree of need is met, the following level must be climbed and met in order to achieve contentment. Maslow classified needs into five categories, beginning with lower-order demands and progressing to higher-order needs.

Level 1- Physiological Demands – These are the fundamental needs for survival such as food, air, shelter, clothes, medications, and sex. Organizations pay cash in the form of salaries to meet fundamental necessities. Air, water, & food are metabolic necessities for all creatures, including humans. Clothing & shelter give essential protection against the elements. While sustaining a sufficient birth rate influences the

strength of human sexual drive, sexual rivalry may also influence it. Additionally, by offering convenience for other physiological demands at the workplace, such as a dining room, cafeteria, nursing room, air conditioned office and other physical amenities, lodging, and so on, the corporation is addressing this need of the employee.

Level 2 Security and Safety Requirements — Once level one is met, humans crave next level, Safety and Security needs, which include: personal security, financial security, health & well-being, safety net against accidents/illness & their negative consequences such as protection from life-threatening hazards such as safety equipment, safe environment, and security such as future security, allowance, provident fund, and so on.

Level 3 Social or Belonging Needs - Humans want a sense of belonging & acceptance within their social groups, regardless of how large or tiny these groups are. Clubs, coworkers, religious groups, professional organisations, sports teams, & gangs are examples of huge social groupings. Peers' social acceptability is required. At this point, people desire respect from their coworkers and peers. To meet this demand, the group organises get-togethers, tours, casual and social gatherings, yearly parties, and so on.

Level 4 Esteem Requirements - Desire to be famous and admired. Esteem embodies the universal human need to be accepted and respected by others. People frequently choose a vocation or a pastime in order to obtain notoriety. Human beings with such requirements are willing to go to any length to achieve in order to project a sense of worthiness and responsibility at work. Organizations can delegate staff responsibilities and reward them for their efforts.

Degree 5 Self Actualization Needs - This level of need pertains to what a person's full potential is & how that potential is realised. Maslow defines this level as the drive to achieve all possible, to become the best that one can be. It is the most important necessity. Scaling the maximum degree of excellence in contributing to society & leaving a legacy, like objective and goal during life time, satisfies such requirements. An organisation can encourage noteworthy contributions to one's career. The physiological need is the foundation of the hierarchy of wants, serving as a springboard for the others. Once reached, humans want the other demands in the pyramid until they reach the pinnacle.

Maslow's hierarchy of needs theory has had a significant impact on many aspects of life. He approaches education and learning from a comprehensive standpoint. Maslow examines an individual's physical, emotional, social, and intellectual attributes and how they affect all professions.

VARIABLES CONTRIBUTING TO JOB SATISFACTION

- Age
- Gender
- Marital status
- Qualification- When qualification or education is used as a variable to assess work happiness, it was shown that relationship b/w qualification and job satisfaction may be both positive and negative.
- Workload- There is a substantial association between job happiness and the amount of work on an individual's shoulders. In general, when individuals devote more time to their jobs, their stress levels rise, increasing the likelihood of burnout. Teaching positions need additional time to prepare & consider pedagogy to be employed so that stakeholders may benefit from the instructors' contribution.
- Work itself
- Income
- Working condition
- Self esteem
- Policies & management
- Intrinsic rewards- Professionals who receive more incentives at work, such as the challenge of their work, application of their skills & expertise, and the chance for self-development, learning, and progress, are more pleased.
- Interpersonal relations- A pleasant & friendly relationship with the principle, coworkers, and teaching staff contributes to a high degree of job satisfaction.

CLASSIFICATION OF ORGANIZATIONAL ENVIRONMENT

According to Halpin and Croft (1966), the examination of four characteristics of principal leadership behaviour & four aspects of teacher behaviour leads us to group organisations into six unique profiles of configurations. The six organisational profiles, namely Open, Autonomous, Controlled, Familiar, Paternal, & Closed, can be thought of as six unique organisational environments.

OPEN ENVIRONMENT

The term "open environment" refers to the openness and authenticity of contact between administration, the principal, instructors, students, & parents. Sabo & Hoy (1998) "An open atmosphere shows the principal and teachers' cooperative, supportive, and receptive attitudes to each other's ideas, as well as their devotion to work," statement says. According to Halpin and Croft, in an Open Environment, the Principal demonstrates genuine concern for teachers; he/she motivates & encourages staff members, he/she gives staff freedom to

carry out their duties in best way they know, and he/she does not allow routine administrative duties to interfere with teachers' instructional responsibilities. Teachers are represented as tolerant, helpful, and respectable professionals who care about their kids and work hard for them; they care, respect, & support one another as colleagues and even on a personal level. All human resources at college work together to ensure student success and the college's image. Students and parents can reach out to both the principal and the teachers.

AUTONOMOUS ENVIRONMENT

Autonomous environment refers to an environment in which there is a great deal of freedom to operate. According to Halpin and Croft, "the tight interaction between the principal, instructors, students, & parents creates an independent atmosphere in school." According to Halpin and Croft, in an autonomous atmosphere, the Principal inspires passion and devotion; he or she does not delegate any responsibilities to anybody. The professors are allowed a lot of freedom to operate in the institution, they work hard, and there is no outside danger or influence. All labour within their assigned space for the improvement of students and the enhancement of the college's image.

CONTROLLED ENVIRONMENT

Controlled Environment is a environment in which everyone works too hard to avoid getting to know one another. According to Halpin and Croft, "the main attribute of regulated environment is diligence and hard effort." In a closed environment, the Principal frequently adopts a direct approach, maintains a distance from instructors, students, and parents, and overemphasises hard work to the point where little or no time is allotted for social life. Teachers are dedicated to their profession & spend a significant amount of time on paperwork; there is little opportunity to connect with one another, and they avoid familiarity with kids to a large extent.

FAMILIAR ENVIRONMENT

Familiar Environment means a form of laissez-faire atmosphere. In a familiar environment, the Principal is concerned with preserving a cordial mood at the price of work completion. The majority of teachers are not dedicated to their primary task. Some committed students are dissatisfied with the way the principal runs college: they do not share same viewpoints as the principal and their colleagues. As a result, individuals who are not committed establish a clique and become friends since they have the same mindset.

PATERNAL ENVIRONMENT

This sort of environment represents an environment in which principal is extremely industrious but has little influence on the workers; hard work is not a common concept among them. The principal and instructors have a tight relationship, yet the principal's expectations of teachers are unrealistic. Nonetheless, he/she is thoughtful and active, yet his/her leadership style is benevolently autocratic. As a result, most instructors, students, & parents choose to avoid principal. Students sometimes lack the confidence to discuss their challenges or issues.

CLOSED ENVIRONMENT

This sort of environment is described as "the polar opposite of the open environment." According to him, the major hallmark of this sort of atmosphere is a lack of dedication or unproductive disengagement. There is little dedication, particularly from the principal & instructors.

There is little emphasis on job completion; rather, principal emphasises routine, minor, and needless paperwork, to which instructors respond minimally.

The principal's demeanour is harsh and uncompromising. He or she is uncaring, unsupportive, and unresponsive. As a result, the majority of instructors are unhappy and unsatisfied. This creates a tense environment. There is a general lack of regard for the principal and instructors.

PERSONALITY CHARACTERISTICS

The term 'Personality' is derived from the Latin word 'Persona,' which refers to mask worn by Greek actors when performing. This, however, is not the definition of the word 'personality' as it is used today. In the modern day, personality is a dynamic wholeness that is always evolving as a result of contact with environment. Personality is defined by the individual's conduct, behaviour, actions, motions, and everything else related to the individual's adjustment to the external environment. It is one's individuality that separates one person from another. Gordon, A (1966) cited in Asthana, B. (2013) says, "Personality is the dynamic arrangement of those psychophysical processes within the individual that define his particular adaption to his environment." Personality is the organisation of both internal and external factors. It encompasses all of an individual's physical characteristics, talents, aptitudes, capabilities, temperament, mind-set, and behavioural pattern, which result in his unique style of adjusting and interacting with others in his surrounding environment. It is not a collection of qualities, but rather the arrangement of traits. Schoen cited in Asthana, B. (2013) says, "Personality may be defined as the structured system, the working whole or unity of habits, dispositions, and attitudes that distinguish one member of a group from another member of the

same group." Some social psychologists argue that personality is solely a function of social awareness - that it is meaningless to discuss anyone's personality apart from the specific others who interact with him, impersonate him, & use trait names in unfolding him. A characteristic is a basic behavioural blueprint - a viewpoint or proclivity to behave in a predictable manner.

Gordon A (1966) cited in Asthana, (2013) describes, A trait (1) is more common than a habit, (2) is more powerful & determinative in behaviour, (3) can be viewed in the context of personality that contains it or in the context of its division in population at large, and (4) cannot be proven nonexistent by the absolute reality that some acts are incoherent with it.

DETERMINATION OF LEVEL OF JOB SATISFACTION

To measure the degree of job satisfaction among Teachers, three levels of job satisfaction were finished by the computation of Quartile ($Q_1 = 135$ and $Q_3 \geq 167$) as per scores obtained by the Teachers in the investigator's job satisfaction inventory. Table 1 shows the three degrees of work satisfaction that were established.

TABLE 1 LEVELS OF JOB SATISFACTION

SR. NO.	LEVEL OF JOB SATISFACTION	LIMIT OF SCORES
1	High Level	Higher than 167
2	Medium Level	135-166
3	Low Level	Less than 134

According to Table 1, there are three degrees of Job Satisfaction. Levels represent the upper and lower bounds of the scores. The complete sample of Teachers was categorised based on these three levels. Table 6.2 shows the number of Teachers and their percentages for each level of Job Satisfaction.

TABLE 2 CLASSIFICATION OF TOTAL SAMPLE ACCORDING TO LEVEL OF JOB SATISFACTION

SR. NO.	LEVEL OF JOB SATISFACTION	LIMIT OF SCORES	NUMBER OF TEACHERS	%
1	High Level	Higher than 167	73	25.62
2	Medium Level	135-166	142	49.82
3	Low Level	Less than 134	70	24.56
Total			285	100.00

According to Table 2,

- Out of the 285 Teachers in the sample, 73 Teachers, or 25.62 percent, were judged to have a high degree of work satisfaction.
- Out of the 285 Teachers in the sample, 142 Teachers, or 49.82 percent, were determined to have a medium degree of work satisfaction.
- Out of the 285 Teachers in sample, 70 Teachers, or 24.56 percent, were judged to have a low degree of work satisfaction. Graph 1 depicts a graphical representation of the levels of Job Satisfaction Inventory scores.

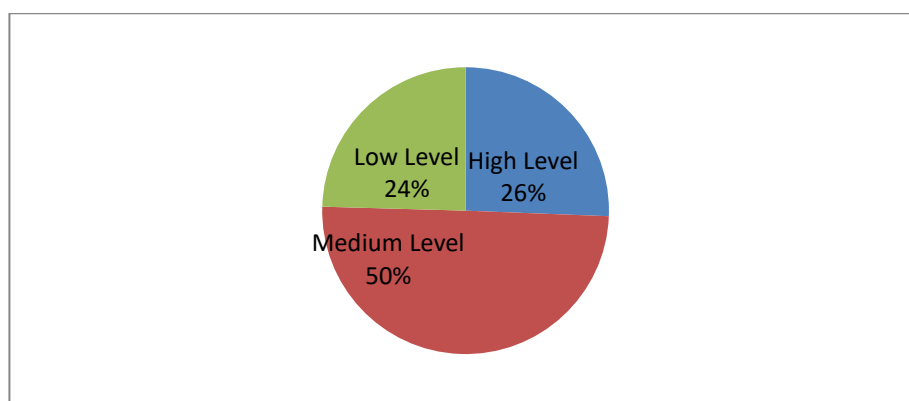


FIG 1 % OF SCORES FOR JOB SATISFACTION LEVELS

DETERMINATION OF TYPE OF ORGANIZATION ENVIRONMENT

The investigator concluded six sorts of Organization Environment in order to establish the Type of Organization Environment among HSS Schools. Six categories of Organization Environment were determined using the investigator's Organization Environment Description Scale, and answers of Teachers in the whole sample were categorised using these six levels. Table 3 shows number of Teachers & their percentage responses for each category of Organization Environment.

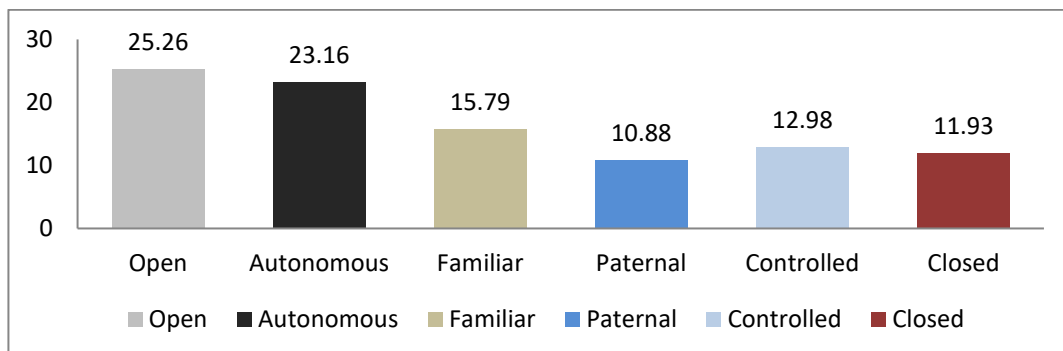
TABLE 3 CLASSIFICATION OF TOTAL SAMPLE ACCORDING TO TYPES OF ORGANIZATION ENVIRONMENT

SR. NO.	TYPES OF ORGANIZATION ENVIRONMENT	N	%
1	Open	72	25.26
2	Autonomous	66	23.16
3	Familiar	45	15.79
4	Paternal	31	10.88
5	Controlled	37	12.98
6	Closed	34	11.93
Total		285	100.00

According to Table 3,

- Out of the 285 Teachers in the study, 72 Teachers, or 25.26 percent, were judged to have an Open Environment of Organization.
- Out of the 285 Teachers in the survey, 66 Teachers, or 23.16 percent, were judged to have Autonomous Organizational Environment.
- Out of the 285 Teachers in the survey, 45 Teachers, or 15.79 percent, were judged to have Familiar Organizational Environment.
- Out of the 285 Teachers in the study, 31 Teachers, or 10.88 percent, were judged to have a Paternal Environment of Organization.
- Controlled Environment of Organization was detected in 37 of the 285 Teachers in the survey, accounting for 12.98 percent of all Teachers.
- Out of the 285 Teachers in the sample, 34 Teachers, or 11.93 percent, were judged to have a Closed Environment of Organization.

Graph 2 depicts a graphical representation of the percentage of scores for the various types of organizational environment.

**FIG 2** PERCENTAGE OF SCORES OF ORGANIZATIONAL ENVIRONMENT

DETERMINATION OF TYPE OF PERSONALITY

The investigator concluded three varieties of Personality in order to establish the type of Teacher's Personality. Three forms of personality were found using the investigator's Teacher's Personality Inventory, and Teachers in the whole sample were categorised using these three categories. Table 4 shows number of Teachers & their proportion for each personality type.

TABLE 4 CLASSIFICATION OF TOTAL SAMPLE ACCORDING TO TYPE OF PERSONALITY

SR. NO.	TYPE OF PERSONALITY	NUMBER OF TEACHERS	%
1	Effective	135	47.37
2	Usual	118	41.40
3	Fragile	32	11.23
Total		285	100.00

According to Table 4,

- Out of the 285 Teachers in the sample, 135 Teachers, or 47.37 percent, were judged to have an Effective Personality.
- Out of the 285 Teachers in the sample, 118 Teachers, or 41.40 percent, were determined to have Usual Personality.
- Out of the 285 Teachers in the study, 32 Teachers, or 11.23 percent, were determined to have Fragile Personality.

Fig. 3 depicts a graphical representation of the percentage of scores for Type of Teacher's Personality.

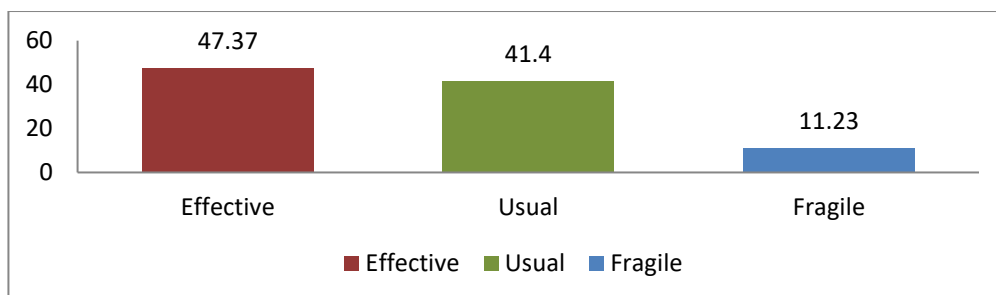


FIG 3 PERCENTAGE OF SCORES OF TYPE OF PERSONALITY

CONCLUSION

The proposed study began by determining the objectives of developing and standardising the Teacher's Job Satisfaction Inventory, the Organizational Environment Description Scale for BED colleges teacher educator, and the Teacher's Personality Characteristics Inventory, with the goal of studying the effect of Organizational Environment and Personality Characteristics on Job Satisfaction of UP state Teacher educators. The investigator's role throughout this process was to formulate hypotheses, summarise results, and communicate conclusions in understandable form, in respect of the right of future investigators' minds to use them. Job Satisfaction of a Teacher Inventory, Organizational Environment Description Scale for educators, and Teacher's Personality Characteristics Inventory are standardised here to be used in the field of education. Furthermore, the influence of six types of Organizational Environment and three types of Teacher Personality on Teacher Job Satisfaction is discovered.

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