

# OCTAPACE Culture an Antecedent of Job Satisfaction: A Critical Study of Teachers of Private Educational Institutions

Dr. Parvez Ahmad Shah\*

\*Assistant Professor Department of Commerce; University of Kashmir, Kashmir, India

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## ABSTRACT

A strong education system of a country is directly related to a high-quality teaching force that successfully drives the cornerstone of any educational improvement. Teachers are human capital and a considerable amount of money is spent to prepare them in an educational context. Their attraction and retention for educational institutions are necessary because hiring and recruiting qualified teachers is costly, time-consuming, and challenging. Job satisfaction is the leading factor in why teachers leave their job or remain unresponsive. Many studies were carried out in developing and developed countries because job satisfaction has been the central focus and strategy of educational organizations. However, less attention has been paid to job satisfaction. Where Capability building requires developing the knowledge and skills of the people of an organization and this Capability needs to be supported by commitment which comes through desire to excel, positive attitude towards work, co-operation, involvement and concern for one's own self and society. Another vital factor of HRD is building culture. Culture is a way of life. It involves creating an awareness of what is ideal and desirable. Today most of the successful private schools in Srinagar district are using the very concept and approaches of HRD to develop their workforce for the attainment of their organizational goals along with individual satisfaction and growth. The present study aims to explore the relationship between OCTAPACE Culture and job satisfaction among school teachers working in private schools.

**Key words;** Teachers, Private Schools, Job-Satisfaction

## 1. Introduction

Education stakeholders (e.g., students, parents, administrators) are dependent on teachers to provide quality instruction and produce student learning (Borman & Dowling, 2008; Guarino et al., 2006). However, teachers are changing jobs each year or moving to a different school at an alarming rate (Carver-Thomas & Darling-Hammond, 2019). For instance, in 2011-2012, the U.S. Department of Education reported that approximately 270,000 public school teachers turned over via school change or chose a different career (Goldring et al., 2014). More pointedly, Georgia reported a teacher attrition rate of roughly 10% (Aleshina, 2017) and indicated that 44% of public school teachers left the teaching profession within the first five years of teaching (Owens & GADOE, 2015). The effective management of human resource is the key strategic issue for organization to face challenges of competition. The Human Capital has become an ongoing area of investment. As a matter of fact, no organization can assemble growth, potentialities and capabilities of its manpower overnight. People with human energy and capability, such as knowledge, skills, attitude, aptitude, experience, motivation, physical and intellectual, strength, and potential for growth are not readily available. Hence every organization needs to develop its human resources over a period of time and the only choice the organization are left with it is to develop them if they cannot get them readily available from an open market (Mufeed, 2005; Russ & Preskill, 2005; Pal, 1997, Mufeed 2006 b). In this context human resource development (HRD) is the most versatile area of management where in researchers, training and development professionals, economists, and politicians, chief executives and line managers within the industrial organizations relates any management problem with overall HRD problem. Nadler (1994) stated that HRD is a planned process, and through continuous efforts by management one can

improve employee competency levels and organizational performance through training, education and development programs. Therefore, the major concern of HRD is development of competency, motivational factors and culture. For any Individual to perform productively, the organization needs to set a congenial climate in an organization for their development and such climate can be provided through human resource development (HRD) which encompasses the development oriented activities of the organization through employee satisfaction. HRD climate reveals the perceptions of the employees regarding the developmental environment of an organization. The concept of climate with special reference to HRD context i.e. HRD Climate has been developed by Rao and Abraham (1986). HRD climate is the perception of the employees about the prevailing HRD culture in the organization. It is evident from the review of literature in area of „HRD Climate“ that it has emerged as vital factor for competitive advantage in current business scenario.

## 2. Review of literature:

Views on public and private schools vary across different countries. Private schools are regarded from the political, cultural, religious and social perspectives in Iran. After the 1979 Islamic revolution, the education system was fundamentally changed, and the government operationalized new education policies on private schooling. They closed all private schools for a decade and transferred students to public schools. They believed that the private schools only served rich people, which developed inequality in the education and society of Iran (Bageri & Najafi, 2008). The government adopted education policies in 1999 and applied privatization of economy, including in the education sector. By 2010, the number of private schools increased to 13,000 in Iran (Arani et al., 2015), which shows higher visibility of private schools compared to Afghanistan. In Pakistan, the government supports private education compared to Afghanistan. Public schools in Pakistan are single-sex, whereas they have coeducational classes (Aslam, 2015). In India, most private schools are in rural areas, and their quality of education is better than the public ones (Goyal, 2009). In Kuwait, the quality of education in private schools is also much better than the public schools (Jasim, 2010). Like India, Pakistan, Kuwait, the quality of education in private schools is much better in Nepal than in the public ones, but the public schools in Nepal are called international schools (Thapa, 2010).

In most European countries, private schooling is guaranteed by laws as an alternative to public schools, and they tend to have much more common with public schools. For example, in Denmark, Belgium, Germany, Ireland, Spain, Finland, Luxembourg, Ireland, Sweden, Austria, and Norway, private education is fully or partially grant-aided. However, they operate in the same conditions as public schools (Simon et al., 2007). Unlike other countries, most of the private schools in Afghanistan are based in the main cities rather than the rural areas. Like parents when deciding the type of schooling to which they would like their child to attend, teachers make employment choices each year concerning their employment options and evaluate a host of job factors, core values, and personal beliefs when considering the type of school they would like to work (Gamoran, 2017). For instance, Gamoran (2017) explains that one considerable area that separates the public school setting from a private school setting is an overarching theme or belief system. Private schools, specifically religious-based schools, provide a culture of shared beliefs among administration, teachers, students, and parents, motivating teachers to pursue careers in private schools. Gamoran (2017) also indicated that through the shared belief system associated with private schools, social capital (e.g., network of people and relationships) among personnel and students increases, promoting a positive academic environment.

A study conducted by M. Srimannarayana (2010), on the information collected from 726 employees working in 18 organizations in manufacturing sector in India, found that the overall HRD climate prevailing in manufacturing sector is of moderate level only. Also Category wise analysis leads to the conclusion that OCTAPACE culture has been more prevalent than HRD mechanisms and general HRD climate. Training and performance appraisal appear to be more mature practices rather than career planning, rewards and employee welfare. They added that it appeared that the organizations focus more on business rather than people. Ultimately, they suggested that the organizations must introduce fair employee welfare programs and reward systems to improve employee satisfaction and subsequently to gain advantage from the satisfied workers to increase productivity. However Rohmetra (1990) conducted a study on banking sector of J&K for determining the HRD climate and the attitudinal perception of 102 employees covering senior, middle and lower managerial levels as well as the clerical staff. Her study has shown that there exists an intimate degree of trust and that attitudinally they are well-disposed towards each other. In a study carried out by Bhardwaj and Mishra (2002) with a sample of 107 senior, middle and higher level managers of one of the India's largest multi-business companies and they reported the existence of good HRD climate in the organization whereby the managers in general showed a favorable attitude towards HRD policies and practices of the organization. They were satisfied with the developmental policies of top management as well as happy with the prevailing HRD climate in the organization.

In the same context, Ishwar Dayal et.al (1996) carried out a study on HRD Climate in Indian Oil Corporation and they found that the prevailing HRD Climate was favorable for the learning of employee. Similarly Gani

and Rainayee (1996) conducted a study on HRD Climate in Large Public Sector Organization in Kashmir and concluded that the HRD climate existing in the organization for employee development was picking up and it was further observed that compared to managerial personnel, workers were less genuine. A comparative study on 20 leading firms in banking industry of India conducted by Priyadarshini and Venkatapathy (2004) was completed with the help of 200 complete responses which were collected from 20 leading banks. The study highlighted that employees have a strong sense of belonging and that there is sense of equality with regard to the common facilities provided to the employees. Srimannarayan, (2007) also conducted another study in a local bank of Dubai and found prevalence of a good HRD climate in the organization. Srinibash and Mohapatra (2012) in their study on HRD climate in Rourkela steel plant assessed the extent of developmental climate through identifying and measuring the perceived organizational culture and its various dimensions. The findings of the study helped to identify the weaker aspects of culture in terms of values and beliefs that prevail in the organization. They suggested on the basis of these diagnoses, that management can take the opportunity to work upon the identified weaker aspects and develop better organizational culture. The preeminence of human element and urgency of creating a learning organization through development of organizational capabilities all the times, make out a strong case for the evaluation of HRD climate in organizations. Various studies reveal that the HRD climate contributes to the organisation's overall health and self-reviewing capabilities which in turn increase the capabilities of individual, dyads, team and the entire organizations. Bhardwaj, and Mishra (2002), conducted a study with a sample of 107 senior, middle and lower level managers of private sector organization which is one of India's largest multi-business companies. Thus, on the whole, the existence of good HRD climate in the organization covered under study. The managers in general showed a favorable attitude towards HRD policies and practices of the organization. They were satisfied with the developmental policies of top management as well as happy with the prevailing HRD climate in the organization. Alphonsa, (2000) surveyed HRD climate in private hospital of Hyderabad with sample of 50 supervisors from different departments participated in present study. The crux of the study highlights that the supervisors' perception about the HRD climate is satisfactory and there exists reasonably, good climate with respect to top management's belief in HRD climate. According to Payne and Pugh (1976) an individual needs, satisfaction and goals influence his perception of climate, while climate in turn effects the same satisfaction, goals and behavior. Forehand and Gilmer (1964) outlines the perception of OC as being influenced by personality factors and their relationship with the satisfaction of one's needs. In terms of gender and its relationship with job satisfaction, research has reported mixed results. Some researchers have indicated that there is no relationship between gender and job satisfaction (Klecker, 2015; Nestor & Leary, 2000), while other researchers have purported that female teachers were more satisfied with the teaching profession than male teachers (Bogler, 2002; Perie & Baker, 2015).

A recent study by Gupta and Sharma (2019) explored the impact of OCTAPACE culture on job satisfaction among private school teachers. Their findings revealed a strong positive correlation between the dimensions of OCTAPACE culture and job satisfaction levels. Teachers in schools with higher levels of trust, collaboration, and authenticity reported significantly better job satisfaction. The study emphasized that fostering OCTAPACE cultural values not only enhances job satisfaction but also contributes to organizational commitment and retention. Similarly, Kumar and Singh (2018) examined the influence of organizational culture, particularly OCTAPACE values, on job satisfaction among educators in private schools. They highlighted that elements such as openness and experimentation are pivotal in creating a conducive work environment, thereby improving teachers' morale and overall satisfaction. Their research concluded that schools prioritizing OCTAPACE culture saw a substantial improvement in teacher satisfaction and performance.

### 3. Significance of Study

This study aimed to analyze the effects of the public and private school setting on teacher job satisfaction. Job satisfaction literature has supported that satisfied employees have more significant performance outputs and are less like to turnover. To better understand the nuances of the different schooling systems and their impact on teachers, this study seeks to shed light on factors that influence teacher job satisfaction. The literature on private school operations, better yet, private school job satisfaction is scant. As such, this study is significant because it will provide valuable, current insight into an area seldom studied in the educational community. This study differs from past research because it provides a comparative analysis using teacher survey data to determine job satisfaction on both private school samples. Ultimately, teacher job satisfaction and the contribution of this study can help private schools identify strategies to maintain a quality teaching force and aid in decision-making.

### 4. Objectives of the Study

In the light of the above extant literature surveys the present study is poised to meet following set of objectives:

- i. To critically review the literature available on the undertaken variable.
- ii. To study the extent of Teachers perception on HRD Process through OCTAPACE Culture.

- iii. To analyse the impact of the Teachers perception of OCTAPACE Culture on their job satisfaction.
- iv. To provide suggestions and recommendations based on the results of the present study.

### 5. Hypothesis

H<sub>01</sub>: There is a significant relationship between the OCTAPACE culture and job satisfaction among private school teachers of Srinagar district.

H<sub>02</sub>: OCTAPACE Culture doesn't impact the job satisfaction of teachers engaged in private schools of Srinagar district.

## 6. Research Methodology

The present study has adopted convenient sampling technique. In the present study the population consists of the teachers engaged in private schools of Srinagar district. A sample of 150 teachers was randomly selected from 6 different private schools of Srinagar District. The questions relating to OCTAPACE Culture were used out of 38 item HRD Climate survey questionnaire developed by centre for HRD at XLRI, Jamshedpur for collecting the data. This is the standardized and widely used instrument for HRD Climate survey. A total of 150 questionnaires were distributed in six (6) different schools covered in Srinagar district. The total number of filled questionnaire which were received back was found to be 145 so the response rate was found to be 95% approximately. Lastly, only 140 filled in questionnaires were selected for this study after rejecting 05 questionnaires for being inadequate in terms of required inputs. In order to assess Job Satisfaction, Scale developed by C.N. Daftuar (1997) consisting of 19 items (out of which two items measure separately overall satisfaction with the organization and overall satisfaction with the work) was used for the purpose of present study.

## 7. Results and Discussion

### 7.1 Framework for data analysis:

Five point Likert scale was used to measure the perception of the teachers ranging from "1-5" (where 1= not at all true, 2= rarely true, 3=sometimes true, 4=mostly true, 5=almost true). The mean score of 1 indicates extremely poor and of 5 indicates exceptionally excellent/ high existence of HRD climate in the sample for the present study. In order to make interpretations easy the mean score were converted into percentage score by using a formula: percentage score= (mean score-1)\*25. This assumes that a score of 1 represents 0%, of 2 represents 25%, of 3 represents 50 %, of 4 represents 75% and of 5 represents 100%. Thus, percentage score indicates the degree to which the particular dimension exists in the sample out of ideal 100. The entire gamut of data collected have been analyzed by using mean score, simple percentage and standard deviation, Karl Pearson's correlation were used to test the level of significance.

### 7.2 Reliability of the scales:

Alpha (Cronbach's) reliability of the two scales used is

HRD Climate Scale (OCTAPACE Culture) = .78, Job Satisfaction = .95

This indicates a very high internal reliability, based on average inter-item correlation.

### 7.3 Data scoring, Data analysis and interpretations:

The item wise mean scores of OCTAPACE Culture of the total sample of the teachers are presented in the Table:1. As per the table of OCTAPACE Values, the mean score for Item No.1 (3.67), item No.3 (3.56) and Item No. 8 (3.49) were found to be higher than other items which indicates that employees in the organization, trust each other and they are not afraid to express or discuss the feelings with their subordinates, they confront their problem rather than accusing each other behind the back.

**Table: 1 Item wise mean score, OCTAPACE Culture)**

SNO.	STATEMENT	MEAN	STAD.DEV
1	People trust each other in this organization.	3.6761	0.92234
2	Employees do not feel afraid about their expression of/or discussion of their feelings with their superiors.	3.3239	0.96769
3	Employees are not afraid to express or discuss their feelings with their subordinates.	3.5634	0.90605
4	Employees are encouraged to take initiative and do things on their own without having to wait for instructions from supervisors.	3.1268	1.04101
5	Delegation of authority to encourage juniors to develop handling higher responsibilities is quite common in this organization.	3.0845	1.07897



6	When seniors delegate authority to juniors, the juniors use it as an opportunity for development.	3.3803	0.88425
7	When seniors delegate authority to juniors, the juniors use it as an opportunity for development.	3.3803	0.88425
8	When problems arise people discuss these problems openly and try to solve them rather than keep accusing each other behind the back.	3.4930	0.89240
9	Career opportunities are pointed out to juniors by senior officers in the organization.	2.7746	1.05826
10	The organization's future plans are made known to the managerial staff to help them develop their juniors and prepare them for future.	2.9437	1.08084
<b>Overall OCTAPACE CULTURE</b>		<b>3.2700</b>	<b>0.57581</b>

#### 7.4 Job Satisfaction:

The item wise mean scores of the total sample of the teachers are presented in the Table 2. Since the questionnaire used 5 point scale, ranging from 5 strongly agree to 1 strongly disagree. Here the overall score was 3.27 which indicate that job satisfaction level of employees is just above average. Examining the scores of the individual items of the JS Scale, the researcher found that the mean scores of the items no.1 (3.76), 5(3.70), 4 (3.69) and 18(3.56) are higher than other items in the scale which indicates that the employees are highly satisfied with the availability as well as adequacy of opportunities to do different things from time to time which make use of their abilities along with this they are also contended with the stability in employment. On the whole the results showed that people are happy with the work and the organization in general.

**Table 2: Daftuar's Job Satisfaction Scale: (item wise mean score)**

SNO.	STATEMENT	MEAN	S.D
1	My job provides adequate opportunities to do different things from time to time.	3.7606	0.86956
2	My job provides adequate opportunities to be "somebody" in the community.	3.4085	0.80316
3	My supervisor is quite competent in making decisions.	3.4648	0.99758
4	My Job provides for stable employment in suitable ways.	3.6901	0.97967
5	My job provides adequate opportunities to do something that makes use of my abilities.	3.7042	1.03364
6	My job provides fair Pay.	2.3662	1.09856
7	My job provides adequate opportunities for advancement on this job.	3.0423	0.93253
8	I'm happy with the working conditions.	2.9155	1.06565
9	I'm happy with the way my co-workers get along with each other.	3.3803	0.86794
10	My Job provides me a feeling of accomplishment.	3.4789	0.90805
11	I'm happy with the General management of the company.	3.2113	1.06792
12	I'm happy with my past advancements in this organization.	3.2817	0.92864
13	There are adequate opportunities for future growth.	2.8451	0.98049
14	Social conditions are appropriate for the job within the organization.	3.2394	0.94815
15	My work is suitably recognized in the organization.	3.3521	1.04333
16	I'm happy with the kind and amount of responsibilities assigned to me.	3.3803	0.93145
17	I'm happy with the Company's policies.	2.9577	1.07486
18	I'm happy with my work as a whole.	3.5634	0.95218
19	I'm happy with my organization as a whole.	3.2394	1.11438
<b>Overall job satisfaction</b>		<b>3.2788</b>	<b>0.53984</b>

**Table3: Relationship between OCTAPACE CULTURE and Job Satisfaction:**

SNO.	PEARSON CORRELATION SIG. (2-TAILED) N	OCTAPACE Culture	Job-Satisfaction
1.	OCTAPACE Culture	1 .695** .000 71	
2.	Job-Satisfaction	.695** .000 71	1

In order to check our set hypothesis karl pearsons correlation was carried out, to analyze the relationship between OCTAPACE Culture one of the Dimension of HRD Climate and Job Satisfaction. The analysis showed that there exists a positive relationship between component of HRD Climate and Job satisfaction. The correlation coefficient was 0.695 (JS\*OCTAPACE Culture), this indicates that OCTAPACE Culture is a contributing/influencing factor to increase the level of job satisfaction among the private school teachers. Thus, our set hypothesis stand accepted.

**TABLE: 4 Impact of OCTAPACE Culture on Job Satisfaction**

Model Summary										
Model	R	R square	Adjusted R square	Std. Error of	Statistics change					
I					R square change	F Change	df1	df2	Sig. F Change	
1	.786 <sup>a</sup>	.618	.612	.33612	.618	111.567	1	69	.000	
a. Predictors: (Constant),OCTAPACE CULTURE										

Regression analysis was performed to explain the impact of OCTAPACE CULTURE on job satisfaction i.e. the amount of association. F –Value of 111.56 which is significant at 5% level of significance proves that the regression model is valid (Table 4). However, it can be said that job satisfaction is very much influenced by the presence of OCTAPACE Culture. The results may differ according to the settings. It was found during the regression analysis that 61% of the variance in job satisfaction is explained by the HRD Climate dimension OCTAPACE Culture. Therefore the null hypothesis that OCTAPACE Culture does not impact the level of job satisfaction of the teachers engaged in private schools of Srinagar district got rejected.

## 8. Findings and Conclusion

The basic objective of this study was to evaluate the extent of OCTAPACE Culture prevailing in Private schools of Srinagar district. The findings of the present study indicate that the staff perceived OCTAPACE culture in private schools at a relatively good level. The study signifies that openness of staff with their subordinates and superiors and attitude of collaboration have contributed to keep the OCTAPACE culture still at upper level. The results of present study suggest that there is still a substantial scope for improvement of various aspects of OCTAPACE Culture in Private schools of district Srinagar. In creating favorable OCTAPACE culture management should put sincere efforts to entrench the values of confrontation, autonomy, authenticity and pro-activity in Private schools of district Srinagar. Further it was found that OCTAPACE Culture contributed in enhancing job satisfaction among the teachers working in the private schools. Based on the findings of present study it is highly recommended for the organization to provide a congenial OCTAPACE Culture so as to ensure the existence of high level of satisfaction among their employees which will return in high organizational efficiency and effectiveness.

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