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# School Environment and Locus of Control in Relation to Job Satisfaction among School Teachers – A Study from Indian Perspective

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**Abstract**

The purpose of this study is to explore different patterns of relationship of job satisfaction with school environment and locus of control in different groups of school teachers selected from different school of Kolkata, India. Another objective is to see whether there any demographic variable which play any role on the job satisfaction of the teachers. 160 data were collected from the school teachers of Kolkata, using Revised School-Level Environment Questionnaire, Rotter Locus of control scale and Teacher job satisfaction questionnaire. Results showed that job satisfaction is significantly correlated with different domains of school environment and locus of control. Stepwise regression analysis indicated that job satisfaction can be significantly predicted by locus of control and maximum domains of school environment. This study highlighted a vital impact of school environment and locus of control on job satisfaction.


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## 1. Introduction

In the present scenario there is the changing time in every field around the world. With the start of new millennium, societies are engaging in serious and promising educational reforms. One of the key factors in these reforms is the school teachers. Understanding teachers' perceptions and beliefs is important because teachers, heavily involved in various teaching and learning processes, are practitioners of educational principles and theories (Jia, Eslami & Burlbaw, 2006). Given the significance of a teacher's perception of his/her job, it is important to understand its relationship with job satisfaction. Teacher perception of positive school climate is related to greater levels of teacher job satisfaction (Lee, Dedrick, & Smith, 1991; Taylor & Tashakkori, 1995). Locus of control is another factor found to be related to job satisfaction (Spector, 1982; Spector & OConnell, 1994).

### *1.1. School Environment*

Schools are social organization in which students, teachers, administrators, and many kinds of service personnel occupy distinctive positions and are expected to behave in certain ways. The relationships among many kinds of people in schools help to run the school organization effectively (Campbell, Corbally & Nystrand, 1983). Every educational organization has a climate that distinguishes it from other schools and influences behavior and feelings of teachers and students for that school (Sergiovanni & Starratt, 1988). Tye (1974) refers environment as a set of factors which "gives each school a personality, a spirit, a culture". Studies have found that School environment influences student cognitive and affective outcomes and values (Dorman, 2002; Johnson & Stevens, 2001; Webster & Fisher, 2003). Other studies also showed teacher job satisfaction is influenced by environmental factors of school (Chen and Sun 1994; Feng 1996). It is found that elementary school teachers tend to be more likely to be highly satisfied with their working conditions than secondary school teachers (Choy et al., 1993). Research showed that among teachers with similar levels of salary and similar benefits, other workplace conditions are found to be related to turnover, including the degree of faculty influence over school policy, control over classroom decisions, and the degree of student misbehavior (Ingersoll et al., 1995).

### *1.2. Locus of Control*

Locus of control refers to the extent to which individuals believe that they can control events that affect them. Julian B. Rotter (1954) first used the term internal locus of control and external locus of control in his social learning theory of personality. Individuals with a high internal locus of control believe that events result primarily from their own behavior and actions. Those with a high external locus of control believe that powerful others, fate, or chance primarily determine events. Research has shown that a person's internal-external locus of control impacts his/her performance and job satisfaction (Dailey, 1980; Brownell, 1981; Kasperson, 1982). Individuals with internal locus of control seem to better adapt to varying situations in a more functional way than do people who have an external locus of control (Judge, Locke, Durham, and Klugar, 1998). Locke (1983) and Spector (1982) found that individuals with an internal locus of control orientation appear more motivated, perform better on the job, express higher job satisfaction levels than individuals with an external locus of control.

### *1.3. Job Satisfaction*

Woods and Weasmer (2002) suggested that when teachers are satisfied, the rate of attrition is reduced, collegiality is enhanced, and job performance improves. Lester (1982) defined teacher job satisfaction as the extent to which a teacher perceives and values various factors such as evaluation, collegiality, responsibility and recognition. Teacher job satisfaction refers to a teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher (Zembylas & Papanastasiou, 2004).The major factor associated with secondary school teachers' decision to leave or to remain in the teaching profession is their job satisfaction or dissatisfaction. Their individual feelings may arise as a result of several factors such as salaries, fringe benefits, educational policies and administration, working conditions, advancement opportunities, responsibilities within the job, recognition, and so on (Denga, 1996;

Nwagwu & Salami, 1999; Ossai, 2004; Ubom & Joshua, 2004; Ubom 2001). Job satisfaction comprises the characteristics of the individual and the situation and the individual's perception of that situation (Ifinedo, 2003; Rosenfield & Wilson, 1999; Rosenholtz, 1989). Heller et al. (1993) discovered that nearly 50% of the public school teachers sampled in their study were not satisfied with their jobs. Teachers were least satisfied with finances related to teaching and most satisfied with their co-workers. Teacher job satisfaction has been positively related to school reform issues such as teacher professionalism, participative decision-making, teacher growth, teacher empowerment, perceptions of school climate, collegiality, and workplace conditions (Ma & McMillan, 1999; Stockard & Lehman, 2004; Wu & Short, 1996).

During the process of reviewing research studies on this concept, it was found that the detailed pattern of school environment and its relationship with job satisfaction has not been clearly studied in teaching populations in the Indian context. The effects of different demographic variables like gender, duration of teaching experience etc. on job satisfaction are also unexplored. The relationship between job satisfaction with locus of control has not been examined in the Indian perspective.

On the basis of review of research studies the following objectives of the proposed research have been set:

1. To examine the relationship of job satisfaction with school environment and locus of control in school teachers.
2. To study the effect of different demographic variables like age, gender, duration of teaching experience etc. on job satisfaction of school teachers.

## 2. Method

### *2.1. Participants*

Participants of the study were school teachers selected from different higher secondary schools of Kolkata. Permission to collect data from the school teachers were taken from the concerned school authorities. 200 school teachers were approached for the study among which 160 teachers gave consent to participate. Among 160 teachers 57 were male and 103 were female teachers. The mean age of the school teachers was 41.57 years (S.D. = 10.06). The minimum educational level was graduate. The mean teaching experience of the teachers was 14.56 years (S.D. = 10.06).

### *2.2. Procedure*

First of all 15 schools were randomly selected for collecting data by systematic random sampling. 10 schools showed interest to participate in the study. Permission to collect data from the teachers was taken in a meeting with the concerned school authority. 200 teachers were approached for the study out of which 160 teachers gave consent to participate in the study. Rapport was built with the teachers after which instruction was given to the teachers for participation in the study. Questionnaires described below were then administered to them.

### *2.3. Measures used*

*Revised School-Level Environment Questionnaire (SLEQ)*

It is developed by Johnson, Stevens & Zvoch (2007) and has been used for measuring environmental structure of school. It consists of 21 items to be rated on a 5 point Likert type scale covering five scales: Collaboration (6 items), Decision Making (3 items), Instructional Innovation (4 items), Student Relations (4 items), and School Resources (4 items). In this study the Cronbach's alpha was found to be 0.80.

*Rotter's Locus of Control Scale*

The Rotter Scale was used to assess locus of control. This questionnaire was developed by Rotter in 1966. This scale contains 29 forced choice self-report statements (two alternatives in each statement) where the participant has to indicate which of the alternative a person believes to be true, despite what he/she may wish to be true. A high score indicates external locus of control and a low score indicate internal locus of control. Alpha was found to be 0.52 for the instrument.

*The Teacher Job Satisfaction Questionnaire (TJSQ)*

This scale developed by Paula Lester (1982) has been used for measuring job satisfaction. The TJSQ contains 66 self-report items to be rated on a five point likert type scale. The 66 items are incorporated in 9 subscales which are Supervision (14 items), colleagues (10 items), working conditions (7 items), pay (7 items), responsibility (8 items), work itself (9 items), advancement (5 items), security (3 items), and recognition (3 items). In this study the Cronbach's alpha was found to be 0.92.

Besides these, some biographical information like age, genders, teaching experience, teachers' training, income etc. were also taken from the teachers.

## 3. Results

Table 1 provides descriptive statistics for locus of control, different dimensions of school environment and job satisfaction for both male and female teachers. Both male and female teachers in this sample reported more or less equal mean level in all variables. Female teachers showed higher mean score on locus of control and all the domains of school environment except decision making. Male teachers showed higher mean score on some domains of job satisfaction than female and vice versa. To see whether any significant differences exist between male teacher and female teacher t- tests were conducted on these variables. No significant differences have been found except on decision making of school environment $t(158) = 2.57$, $p < 0.01$.

Table 1. Mean and S. D. of different variables in the study

| Variables | Sub dimensions | Male (N = 57) | | Female (N = 103) | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Locus of Control | | 9.14 | 2.52 | 9.74 | 3.54 |
| School Environment | Collaboration | 20.89 | 3.26 | 21.50 | 2.75 |
| | Student Relation | 14.67 | 3.18 | 15.02 | 2.02 |
| | School Resource | 10.74 | 3.18 | 10.99 | 2.57 |
| | Decision Making | 10.00 | 1.87 | 9.24 | 1.74 |
| | Institutional Innovation | 14.04 | 2.23 | 14.29 | 2.33 |
| Job Satisfaction | Supervision | 48.11 | 8.54 | 49.84 | 6.33 |
| | Colleague | 38.00 | 4.92 | 37.04 | 4.04 |
| | Working Condition | 21.72 | 3.08 | 22.60 | 3.25 |
| | Pay | 24.96 | 3.26 | 24.34 | 3.07 |
| | Responsibility | 31.63 | 2.93 | 31.78 | 3.17 |
| | Work Itself | 33.44 | 3.84 | 33.58 | 3.76 |
| | Advancement | 17.49 | 3.04 | 17.24 | 2.55 |
| | Security | 11.56 | 1.89 | 12.08 | 1.70 |
| | Recognition | 11.19 | 2.07 | 11.18 | 1.61 |

As our main objective was to see the relationship of job satisfaction with school environment and locus of control, correlations are presented in Table 2. As the table reveals, most of the domains of job satisfaction were significantly related with locus of control and different domains of school environment. Several results are worth highlighting. First, most of the domains of job satisfaction were significantly and negatively correlated with locus of control but supervision, pay and security were unrelated to locus of control. Second, all the domains of job satisfaction were significantly associated with collaboration, student relation and institutional innovation but pay was not related with these three domains of school environment. Four domains of job satisfaction were unrelated to school resource domain whereas decision making was found to be not related with three job satisfaction domains.

Table 2. Correlations between job satisfaction and locus of control and school environment

| | Variables | Locus of Control | School Environment | | | | |
|---|---|---|---|---|---|---|---|
| | | | Collaboration | Student Relation | School Resource | Decision Making | Institutional Innovation |
| Job Satisfaction | Supervision | -.12 | .47** | .38** | .34** | .10 | .33** |
| | Colleague | -.17* | .52** | .49** | .18* | .29** | .47** |
| | Working Condition | -.21** | .39** | .33** | .29** | .28** | .38** |
| | Pay | -.02 | .10 | .09 | -.09 | .02 | .14 |
| | Responsibility | -.16* | .29** | .38** | .14 | .18* | .18* |
| | Work Itself | -.18* | .40** | .44** | .15 | .29** | .46** |
| | Advancement | -.22** | .29** | .25** | .26** | .11 | .34** |
| | Security | -.08 | .21** | .30** | -.06 | .23** | .18* |
| | Recognition | -.11 | .42** | .38** | .26** | .27** | .37** |

* $p < .05$. ** $p < .01$.

As the results indicate negative association of locus of control with all the domains of job satisfaction, it implies that teachers with internal locus of control were more satisfied than teachers with external locus of control. As they believe that event results primarily from their own behavior and action, they give and receive support and seek cooperation in the achievement of common purpose, they form personal relationship among fellow teachers, they can adjust well with school environment. Teachers with a high internal locus of control have better control of their behavior, are more likely to assume that their efforts will be successful. They are more active in seeking information and knowledge concerning their situation. They have the desire to account for one's own work, to help students learn and they like to take part in the policy or decision making activities. Negative correlation between locus of control and work itself shows that teachers with a high external locus of control believing that powerful others, fate, or chance primarily determine events, and then are less satisfied with their jobs. The teachers who believe that their environment, some higher power, or other people control their decisions and their life, they don't involve the freedom in institute innovative materials and don't utilize one's skills and abilities in designing one's work (creativity) as well as freedom to experiment and to influence and control autonomy. Therefore, they get less opportunity for promotion; they don't get change in status or position.

Significant positive correlations were found between collaboration and student relation with all the domains of job satisfaction. It means that teachers who obtain advice, assistance and encouragement from fellow teachers and who have good relation with students, feel more satisfied with their jobs. This result supports the previous findings (Ma & McMillan, 1999; Stockard & Lehman, 2004; Wu & Short, 1996). These teachers adjust better with the working situation, desire to account for one's own work, help one's students learn and they like to take part in the policy or decision making activities, institute innovative materials, designing work to experiment with the ideas. As the teachers get support personnel, facilities, finance, equipment and suitable and adequate resources, they accept the environment positively, maintain good relationship with colleagues, and try to bring changes in status and position. Teachers who have the opportunity to participate in decision making are freely accepted by colleagues, feel more secure in their jobs, and get attention, appreciation, prestige and esteem of supervisors, colleagues, students and parents.

To determine whether predictor variables namely, locus of control and five domains of school environment were associated with different dimensions of job satisfaction multiple stepwise regression were performed. In these analyses every dimension of job satisfaction was predicted by all the predictors (locus of control and all dimensions of school environment). Table 3 presents the final model of every stepwise regression result for every dimension of job satisfaction.

Table 3. Multiple Regression Equation Predicting different domains of Job Satisfaction

| Domain of Job Satisfaction | Variable | B | $SE_B$ | t |
|---|---|---|---|---|
| Supervision | (Constant) | 21.456 | 3.717 | 5.772** |
| | Collaboration | 1.003 | .173 | 5.781** |
| | School Resource | .590 | .183 | 3.228** |
| Colleague | (Constant) | 17.629 | 2.414 | 7.304** |
| | Collaboration | .393 | .119 | 3.301** |
| | Student Relation | .506 | .126 | 4.014** |
| | Institutional Innovation | .407 | .143 | 2.846** |
| | Locus of Control | -.201 | .086 | -2.349* |
| Working Condition | (Constant) | 9.982 | 2.138 | 4.669** |
| | Collaboration | .218 | .092 | 2.377** |
| | Locus of Control | -.146 | .071 | -2.065* |
| | School Resource | .220 | .081 | 2.702** |
| | Institutional Innovation | .276 | .114 | 2.421* |
| | Decision Making | .287 | .128 | 2.254* |
| Responsibility | (Constant) | 26.218 | 1.518 | 17.272** |
| | Student Relation | .465 | .090 | 5.160** |
| | Locus of Control | -.149 | .070 | -2.139* |
| Work Itself | (Constant) | 19.824 | 2.077 | 9.547** |
| | Institutional Innovation | .546 | .116 | 4.693** |
| | Student Relation | .505 | .106 | 4.747** |
| | Locus of Control | -.165 | .078 | -2.116* |
| Advancement | (Constant) | 11.301 | 1.528 | 7.398** |
| | Institutional Innovation | .376 | .087 | 4.321** |
| | School Resource | .192 | .071 | 2.706** |
| | Locus of Control | -.146 | .061 | -2.402* |
| Security | (Constant) | 9.297 | .853 | 10.904** |
| | Student Relation | .259 | .057 | 4.572** |
| | School Resource | -.115 | .050 | -2.287* |
| Recognition | (Constant) | 4.115 | 1.022 | 4.026** |
| | Collaboration | .132 | .054 | 2.435* |
| | Student Relation | .154 | .057 | 2.672** |
| | Institutional Innovation | .140 | .065 | 2.163* |

B = unstandardized coefficient; $SE_B$ = standard error of B;

* $p < .05$. ** $p < .01$.

Stepwise regressions were done to see which promising predictors predict which domain of job satisfaction most. From the results of Table 3 it is found that nine domains of job satisfaction had been significantly predicted by different predictors. Results of t statistic for all domain showed that all the predictors were significantly different from zero.

In case of supervision among all the predictors collaboration was the best predictor of supervision, followed by school resource. The proportion of the variance of supervision explained by this model is 27% ($R^2$ for final model). The result gives the coefficients for the new model with only collaboration and school resource as independent variables. It is seen that inclusion of collaboration increased the estimated supervision score by 1.003. Inclusion of school resource reduced the estimated supervision score (by 0.59). Judging by these results, it may be said that the

teachers to be most satisfied with their jobs are those with high collaboration scores but not with score on other domain.

Collaboration was found to be the best predictor of colleague, followed by student relation, then by institutional innovation and last by locus of control. Under the model summary the value of $R^2$ tells that 40% of the variance of colleague was explained by the regression on collaboration, student relation, institutional innovation and locus of control. From beta coefficient it is found that collaboration predicts colleague score by 0.39. Student relation after inclusion in the model increased the estimated colleague score by 0.51. Being inclusion of institutional innovation reduced the estimated score by .41. It means that teachers who have a good rapport with students and colleague are more satisfied with their job and if the school is in favour of planned change and experimentation they are not very much satisfied. Locus of control decreases the estimated colleague score by 0.20 (the coefficient is negative). It means that the teachers who tend to exhibit more political behaviors, and are more likely to attempt to influence other people (internal locus of control) are more satisfied with their colleague.

In case of working condition collaboration also had been found to be the best predictor among all the predictors. The proportion of variance of working condition explained by this model is 29% ($R^2$ for final model). From beta coefficient it is found that collaboration, school resource, institutional innovation and decision making significantly predicted working condition score by 0.22, 0.22, 0.28 and 0.29 respectively but locus of control negatively predicted working condition score by 0.15. It indicates that teachers who has good relationship with colleagues, get sufficient resources in the school, are interested in experimentation in school and get opportunity to participate in decision making are more satisfied with working condition of the school.

In the final model of responsibility student relation was the best predictor, followed by locus of control. The proportion of variance of responsibility explained by this model is 17% ($R^2$ for final model). Beta coefficient showed that student relation increases the estimated responsibility score by 0.47 which indicates that teachers who have good relation with students take more responsibility in their job. On the contrary locus of control decreased the estimated score by 0.15 (the coefficient is negative). Analyzing by these results, teachers like to take responsibility are those who believe that their efforts will be successful.

Work itself was significantly predicted by institutional innovation by 0.55. Student relation after inclusion in the model reduces the estimated work itself score by 0.51and locus of control also decreased work itself score by 0.17 (the coefficient is negative). It means that the teachers who are in favour of school's planned change and experimentation and who have good rapport with students and teachers are more active in seeking information and knowledge concerning their situation, involves the freedom to institute innovative material and utilize their skills and abilities in designing work as well as freedom to experiment and control what goes on the job. The proportion of variance of working condition explained by this model is 32% ($R^2$ for final model).

In case of advancement, institutional innovation (by 0.38) also had been found to be the best predictor, followed by school resource (by 0.19) and then by locus of control (- 0.15). The proportion of variance of working condition explained by this model is 21% ($R^2$ for final model). It indicates that teachers to take change in status or position are those with the support of school's planned change and experimentation and with suitable and adequate equipment and resources.

In case of security among all the predictors student relation was the best predictor, followed by school resource. The proportion of the variance of supervision explained by this model is 12% ($R^2$ for final model). The beta coefficient showed that student relation increased the estimated responsibility score by 0.26 but school resource decreased the estimated security score by 0.12 (the coefficient is negative). Judging by these results, the teachers to be satisfied most with their job security are those with high student relation scores, not scores on other domain.

Collaboration was found to be the best predictor of recognition, followed by student relation and last by institutional innovation. Under the model summary the value of $R^2$ tells that 24% of the variance of recognition was explained by the regression on collaboration, student relation and institutional innovation. From beta coefficient it is found that collaboration, student relation and institutional innovation significantly predicted recognition score by 0.13, 0.152 and 0.14 respectively. It means that teachers who obtain assistance, advice and encouragement from colleagues, who have a good rapport with students and who are in favour of experimentation are more recognized in their job.

Data from the demographic part of the questionnaire yielded the information about participants' demographic variables. Most of the teachers (101) were from northern part of the city (63.13%) and the rest (59) were from central (36.88%). In terms of school type major data (100) were collected from girls' school (62.5%), fifty six from

boys' school (35%) and four from co-education school (2.5%). Bengali was mostly (110) used language for teaching (68.75%), followed by English (13.75%), and then followed by Hindi (11.25%). Forty seven (29.38%) respondents were below 36 years of age, and seventy three (45.63%) respondents were between 36 and 50 and forty (25%) respondents were above 50 years of age. The majority of respondents (103) were female (64.38%). Hindu comprised 86.88% of the respondents (139), Muslim comprised 6.88% (11), Christian comprised 4.38% (7), and others comprised 1.88.2% (3). The demographic profile revealed that the respondents hold academic qualifications namely, graduation and post graduation or doctoral degree. Majority of the teachers (108) hold postgraduate degree (67.5%). In terms of job status majority of respondents (149) were permanent full timer (93.13%). Teachers have professional training that gives them professional teaching knowledge, skills, techniques, and aptitude different from the general education. Most of them (127) have this training (79.38%).

Some of demographic variables were found to have significant effect on job satisfaction of teachers. Teaching medium was found to have significant effect ($F = 5.39$, $p < .01$) on job satisfaction. This may be due to better satisfaction with job among Urdu medium teachers as the mean scores of job satisfaction was found to be the highest among these teachers ($M = 267.60$; $SD = 18.89$). In case of job status permanent full timer had significantly higher mean job satisfaction ($M = 240.23$, $SD = 19.95$) than contractual full timer ($M = 232.33$, $SD = 25.34$) and contractual part timer ($M = 214.40$, $SD = 17.59$), ($F = 4.36$, $p < .01$). It means teachers who are permanent full timers feel more satisfied and secured with their jobs than the teacher s who are contractual full timer or part timer. No significant differences were found between male or female teachers or teachers with and without training. However, significant difference was found in the type of classes in which teachers teach ($F = 3.19$, $p < .05$) as teaching secondary class had significantly lower mean job satisfaction ($M = 235.59$, $SD = 19.72$) than those who are teaching higher secondary ($M = 237.50$, $SD = 22.53$) class or in both the classes ($M = 243.87$, $SD = 20.69$).

## 3. Conclusion

The findings derived from the study confirmed significant relationship of job satisfaction with school environment and locus of control in school teachers. Teachers with internal locus of control believing that event results primarily from their own behavior and action, assuming that their efforts will be successful are more satisfied with their jobs. Teachers who believe that their environment, some higher power, or other people control their decisions and their life (external locus of control), they do not involve in institute innovative materials and do not utilize one's skills and abilities in designing one's work (creativity) as well as freedom to experiment. It was also observed that teachers having good relationship with colleagues and students can better adjust with the working condition, feel more secured, take part in decision making of the school and receive recognition from all. Demographic variables for example, teaching medium, job status and type of class in which teachers teach also affect one's job satisfaction.

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