

Teachers Satisfaction with Organisation and Administration of Army Public School Dagshai

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Abstract Teacher satisfaction is a vital factor influencing institutional effectiveness, professional commitment, and the overall quality of school education. In structured educational institutions such as **Army Public School, Dagshai**, effective organization and administration significantly shape teachers' professional experiences. The present study investigated teachers' satisfaction with the organizational and administrative functioning of the school, focusing on leadership style, communication systems, decision-making processes, administrative transparency, and institutional support. A descriptive survey method was adopted for the study. The sample comprised teachers of Army Public School, Dagshai, selected through an appropriate sampling technique. Data were collected using a self-constructed and expert-validated questionnaire covering dimensions such as clarity of roles, coordination, professional autonomy, and administrative support. Statistical tools including percentage, mean, and standard deviation were used for data analysis. The findings revealed that most teachers reported a high level of satisfaction with the school's disciplined administrative structure, clear policies, and supportive leadership. However, areas such as greater participation in decision-making and enhanced professional development opportunities require attention. The study highlights the need for a balanced administrative approach that promotes both discipline and participatory leadership to strengthen teacher morale and institutional effectiveness.

Keywords: Teacher Satisfaction, Organization and Administration, Army Public School, Educational Management, School Leadership.

1. INTRODUCTION

Teachers play a central role in the effective organization and administration of educational institutions. While school organization and administration provide the structural and managerial framework, it is the teacher

who translates policies, plans, and objectives into meaningful classroom practices. Teachers are not merely implementers of administrative decisions; they actively contribute to planning academic activities, maintaining discipline, organizing co-curricular programmes, and ensuring the smooth day-to-day functioning of the school. Their participation strengthens organizational efficiency and promotes a positive institutional climate. In the organizational setup of a school, teachers help in structuring teaching-learning processes, managing classroom resources, coordinating with colleagues, and supporting institutional goals. From preparing lesson plans and assessment strategies to organizing school events and student activities, teachers act as key agents in sustaining order and continuity. Their role ensures that organizational objectives are aligned with students' educational needs and social development. In the area of administration, teachers assist school authorities by carrying out administrative responsibilities such as maintaining records, participating in committees, implementing policies, and communicating with parents and the community. Effective administrative practices depend largely on teachers' cooperation, commitment, and professional competence. When teachers are involved in decision-making processes and administrative planning, they develop a sense of ownership and responsibility toward the institution. Teacher satisfaction is closely linked with the quality of organization and administration within a school. A well-organized and efficiently administered institution provides teachers with a supportive work environment, clear role expectations, professional autonomy, and opportunities for growth. Such conditions enhance job satisfaction, motivation, and commitment. Conversely, poor organization, excessive workload, lack of participation in decision-making, and inadequate administrative support can lead to dissatisfaction and reduced effectiveness. Therefore, understanding the role of teachers in school organization and administration,

along with the factors influencing their satisfaction, is essential for improving institutional effectiveness, teaching quality, and overall school performance. A satisfied teacher is more likely to contribute positively to the organizational and administrative success of the school and to the holistic development of students.

1.1 Organization

In a well-organized school, all factors are brought into proper relationship with one another. Some of these factors are fixed features in and around the classroom, to which necessary adjustments are made. Regularity in procedures is secured through the proper division of work and well-planned time schedules. However desirable automatic procedures may be, the organization of a good school system is sufficiently flexible to allow for change, and not merely routine operation. This means that teachers should be free to make decisions in accordance with certain established standards of action. They must have sufficient autonomy to preserve an effective organization. Freedom in action, guided by sound principles, helps teachers develop initiative and encourages, evaluates, and rewards progress. Responsibility for well-regulated control over child activity rests with the teacher. Such control enables each child to work at his or her best, ensures that adequate time and attention are given to each subject or activity, and makes a reasonable amount of productive work possible. In a well-organized school, every moment of time and every part of the school machinery can be accounted for, contributing to the effective functioning of the institution.

1.2 Meaning of Organization Organization means an organized body, system, or structural arrangement of a framework that ensures unity of effort, efficiency, goodwill, and the proper use of resources. It is primarily composed of men, materials, ideas, concepts, forms, and principles, or more often, a combination of these elements.

According to Ryburn, "Organization simply means the practical measures which we take to ensure that the system of work we use will be of the greatest possible assistance in carrying out our aims and of the greatest benefit to our children."

1.3 PRINCIPLES OF SCHOOL ORGANIZATION

The word *organization* has been used here in a comprehensive sense. Organization includes all aspects such as the ideals of the school, the standard of

education, the social usefulness of the school, discipline and control, and the system of work in the office, etc. In a democratic system, school organization serves as a means of achieving the ideals of democratic thought. If the system of organization becomes an end in itself, then democracy cannot succeed.

In this system, each individual is taught that he or she must develop oneself and perform duties toward society. The entire system implies that the individual should learn to adopt the ideals of democracy both in principle and in conduct. Thus, school organization should promote democratic values and encourage responsible citizenship.

1.3.1 Administration

School administration focuses on the organizational aspect of the school and is concerned with the goals, policies, and execution of policies laid down by the institution. Every institution has certain aims and ideals, and for their speedy and successful achievement, some form of administration is essential. The school, being an important social institution, must have a well-organized administrative machinery. Without efficient administrative machinery, there is bound to be chaos and confusion in school life. Efficient administration brings systematic work into the school. It places the right persons in the right place, at the right time, and in the right manner. Some activities completed within a process belong to real-world actions, such as going to a customer site and fixing a technical problem during service delivery. Other activities, such as receiving instructions on where to go and reporting back the time spent on fixing the problem, belong to administration. These administrative activities are necessary to ensure that processes produce desirable outcomes. For example, reporting back is required so that the finance department can prepare an invoice and ultimately receive payment. The goal of administration, more precisely administrative activities, is to ensure the smooth running of organizational processes by coordinating people's participation and providing them with the information needed to complete their assignments. Administration deals with gathering, processing, and communicating information. Practically, everyone working in an organization participates in administrative activities. Even those who do not hold managerial positions take part when they receive instructions and report the outcomes of their work. Those in managerial positions

perform a greater number of administrative activities, such as planning various processes and assigning resources to real-world tasks.

1.3.2 Meaning of Administration

The term *administration* has been derived from the Latin word *ministrare*, which means service rendered to others for their welfare.

According to Good, “All those techniques and processes employed in operating the educational organization in accordance with established policies are defined as administration.”

Relationship between Organization and Administration

Organization and administration are closely interrelated. Good administration depends to a large extent on good organization. The quality of organization largely determines the degree of success achieved in administration. If organization is compared to the setting up of a machine, then administration may be compared to its proper functioning and operation. In other words, organization lays down the structure and framework within which administration works. It provides the necessary equipment and facilities required for effective work. Organization has three important aspects. First, it deals with the organization of material equipment. Second, it concerns the organization of human resources. Third, it involves the organization of ideas and principles. Thus, organization deals with making systematic arrangements so that the purpose of the entire programme can be achieved. Without proper organization, there would be chaos and haphazard activities, resulting in wastage of time, effort, and material.

2. REVIEWS OF RELATED LITERATURE

The review of related literature helps the investigator whether the evidence already available solves the problem adequately without further investigation, and saves his labor if no further probing is needed. It provides ideas, theories, explanations and hypothesis which, helps an investigator in identifying and formulating his problem. It also suggests, methods, techniques and helps the investigator for collecting and analyzing data, which are useful in the interpretation as the results of his investigation. **Purohit, P. (1989)** conducted a study on the role of secondary school teachers' organizations in relation to the qualitative improvement of secondary education in Orissa after

Independence. The major findings of the study revealed that the secondary school teachers' organizations in Orissa were initially motivated by trade unionism but gradually shifted their focus toward enhancing the academic excellence of their members. These organizations showed concern for both the improvement of the socio-economic status of teachers and the promotion of their professional competence; however, they were found to be more effective in improving the socio-economic status of their members than in promoting professional competence. Although these organizations did not acquire the status of professional consultants in the formulation of educational policies and programmes, they influenced policy-making to a limited extent by expressing their considered and unilateral views. **Sarma, M. S. R. (1991)** conducted a study on the administrative behavior of principals as perceived by teachers in relation to teachers' job satisfaction and student achievement in junior colleges. The major findings of the study revealed a strong association between sex and college type. It was found that a higher number of female teachers were employed in private colleges as compared to government colleges. The colleges were staffed with relatively young teams of teachers, while training qualifications and research degrees were conspicuously absent among the teaching staff. An association was also found between family type and college type. Further, the average level of principals' administrative behavior, as perceived by teachers, was reported to be moderately effective. **Raut, S. R. (1995)** conducted a study on organizational effectiveness in relation to leadership behaviour, role performance, conflict management strategies of principals, and teachers' work satisfaction. The findings, based on inter-correlations among five conflict management strategies, revealed that organizational effectiveness of institutions increased through competition, collaboration, compromise, avoidance, and accommodation, and that these strategies were also associated with higher work satisfaction among principals. The study further found that work satisfaction was positively correlated with organizational effectiveness. Significant differences were observed between principals belonging to high and low work satisfaction groups in their perception of organizational effectiveness. Similarly, teachers with high and low levels of work satisfaction differed significantly in their

perception of organizational effectiveness, with the higher satisfaction group showing a more favorable perception.

3. METHOD AND PROCEDURE

The method of the study, including the sample and sampling procedure, statement of the problem, significance of the study, operational definitions of key terms, objectives of the study, and formulation of hypotheses. It also describes the tools used for data collection and the procedure adopted for the administration of these tools. The descriptive survey method used in present study. Data was collected by the investigator himself by descriptive questionnaire survey method.

STATEMENT OF THE PROBLEM

"A STUDY OF ORGANIZATION, ADMINISTRATION AND PROBLEM OF ADMINISTRATION IN ARMY PUBLIC SCHOOL DAGSHAI".

OPERATIONAL DEFINITION

Organization

Organization is the structure, frame arrangement with in which teachers, pupils, supervisors, and others operate to carry on the activities in the school.

Administration

The word administration has taken from Latin words 'Ad +ministrare' which means to manage; 'to care for', 'carry out', 'to attend', 'serve', 'and accomplish'.

According to Good's dictionary, all those techniques and procedures employed in operating the educational organization in accordance with established policies.

OBJECTIVES

- (a) To study the overall level of teachers' satisfaction with the organisation and administration of Army Public School, Dagshai.
- (b) To examine teachers' satisfaction with facilities, resources and working conditions provided by the school administration.

HYPOTHESES

H₀: There is no significant level of satisfaction among teachers working in Army Public School, Dagshai with regard to the organisation and administration of the institution.

(H₁) Teachers working in Army Public School, Dagshai are satisfied with the organization and administration of the institution.

TOOL TO BE USED

Self made questionnaire for Teachers..

DELIMITATION OF THE STUDY

Present study was delimited to only one Army School i.e. Army Public School, Dagshai.

POPULATION AND SAMPLING

All the Teachers teaching in Army public school Dagshai, District Solan of Himachal Pradesh constitute the population of current investigation. In the present study simple random sampling technique of probability sampling was used.

Questionnaire for Teacher:

The questionnaire consists of 14 items. All items are of 'yes/no' type items.

4. ANALYSES AND INTERPRETATION OF DATA

On the basis of the responses given in the questionnaire, the data has been tabulated, analyzed and interpreted.

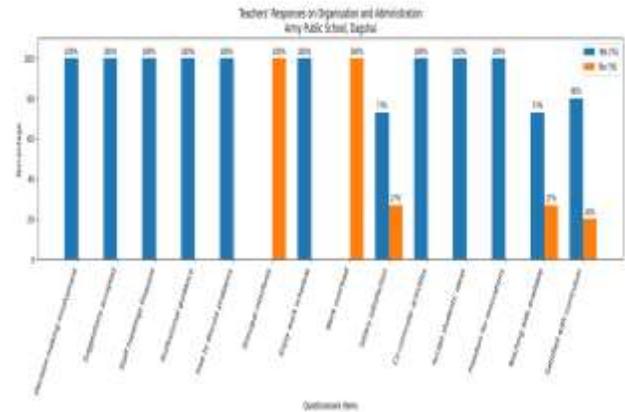
Table-1

Teachers' Responses on Organisation and Administration of Army Public School, Dagshai			
Sr. No.	Questionnaire Item	Yes (%)	No (%)
1	Are you involved in decision-making process for academic matters?	100	0
2	Are your suggestions mostly accepted by the Principal?	100	0
3	Are staff meetings held frequently in the school?	100	0
4	Do you get professional guidance from the Principal?	100	0
5	Do you feel free to discuss school problems with the Principal?	100	0
6	Does the Principal interfere in your teaching work?	0	100
7	Do you enjoy your work schedule at school?	100	0
8	Do you feel overloaded with your teaching work?	0	100
9	Are you satisfied with	73.3	26.6

	the salary you are getting?		
10	Does the school organize activities like quiz, debates, dramatics, science fair, etc.?	100	0
11	Do you accept students' ideas while teaching?	100	0
12	Are you free to introduce innovations in your class?	100	0
13	Are teaching aids readily available to you?	73.3	26.6
14	Are you satisfied with the present curriculum?	80	20

The above Table-1 presents the percentage-wise responses of teachers regarding the organisation and administration of Army Public School, Dagshai. The data clearly indicate a highly positive perception of teachers toward the administrative practices of the school. A full 100% of teachers reported involvement in academic decision-making, acceptance of their suggestions by the Principal, regular staff meetings, professional guidance, freedom to discuss school problems, enjoyment of work schedule, and opportunities to introduce innovations and accept students' ideas. Similarly, 100% teachers confirmed that the school regularly organises co-curricular activities such as quizzes, debates, dramatics, and science fairs. Importantly, 0% of teachers felt that the Principal interferes in their teaching work or that they are overloaded with teaching responsibilities, reflecting a supportive and non-intrusive leadership style. However, some variation is observed in satisfaction with salary and availability of teaching aids, where 73.3% teachers responded positively, while 26.6% expressed dissatisfaction. Satisfaction with the present curriculum was also high at 80%. On the basis of the overwhelming positive responses, the null hypothesis stating that *there is no satisfactory organisation and administration in Army Public School, Dagshai* is **rejected**, and the research hypothesis is **accepted**.

Figure.1.1



FINDINGS

- (a) All teaching staff are involved in the decision-making process related to academic matters.
- (b) Most of the suggestions given by teachers are accepted by the principal.
- (c) Teachers receive professional guidance from the principal.
- (d) The principal does not interfere in the teaching work of teachers, and they enjoy their teaching at the school.
- (e) A majority of teachers are satisfied with their salary, while a few teachers are not satisfied.
- (f) Some teachers are satisfied with the present curriculum, whereas some teachers feel that changes are required.

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