

A Study of Organizational Climate of Secondary School Teachers in Relation to Their Job Satisfaction

Biju P.C.* Dr. Shail Dhaka**
Research Scholar* Associate Professor**
School of Education
Shobhit Deemed to-be University, Meerut (U.P.)

Abstract

The present study examines the relationship between organizational climate and job satisfaction among secondary school teachers. The study employed the Normative Survey Method and Random Sampling Technique. The sample consisted of 150 teachers from senior secondary schools of Meerut City, Uttar Pradesh, comprising 75 male and 75 female teachers. The Organizational Climate Scale developed by Dr. Som Nath Chattopadhyay and K. G. Agarwal and the Job Satisfaction Scale developed by Dr. Amar Singh and Dr. T. R. Sharma were used for data collection. The data were analyzed using the coefficient of correlation. The findings revealed a positive relationship between organizational climate and job satisfaction among male and female teachers taken as groups. However, when teachers were compared according to the management of schools, negative relationships were observed between organizational climate and job satisfaction among both male and female teachers of private and government secondary schools. The study highlights the importance of organizational conditions in understanding teachers' job satisfaction and provides useful implications for improving the school working environment.

Keywords: *Organizational Climate, Job Satisfaction, Secondary School Teachers, Government Schools, Private Schools.*

Introduction

Education is a fundamental instrument for individual development, social transformation and national progress. The quality of education depends considerably upon the quality of teachers and the environment in which they perform their professional responsibilities. Teachers do not work in isolation; their professional behaviour, motivation, commitment and effectiveness are influenced by the organisational environment of the school. Therefore, understanding the organisational climate of schools has become an important area of educational research. Organisational climate represents the collective perception of employees regarding the policies, practices, procedures, leadership behaviour, communication patterns and interpersonal relationships existing within an organisation. In a school, organisational climate can be reflected through the behaviour of the principal, cooperation among teachers, teacher participation in decision-making, communication between administrators and teachers, recognition of teachers' efforts, availability of resources and opportunities for professional

development. A favourable organisational climate can create feelings of belongingness, trust, security and professional respect among teachers. In contrast, an unfavourable climate may be characterised by authoritarian leadership, inadequate communication, lack of recognition, interpersonal conflict, excessive workload and limited participation in school decisions. Such conditions may negatively influence teachers' motivation and satisfaction with their jobs.

Job satisfaction is another important psychological factor influencing teachers' professional lives. It refers to the extent to which teachers experience positive feelings and attitudes towards their work. A satisfied teacher is more likely to demonstrate enthusiasm, commitment, cooperation and willingness to perform additional professional responsibilities. The relationship between organisational climate and job satisfaction is therefore particularly significant in secondary schools. If teachers perceive their school environment as supportive, fair and participatory, they may develop greater satisfaction with their professional roles. Conversely, an unsupportive school climate may result in frustration, dissatisfaction, absenteeism and reduced professional commitment. The present study therefore attempts to investigate the relationship between organisational climate and job satisfaction among secondary school teachers. **Hisan, & Hasnida (2021)** studied the Effect of Organizational Climate on Teacher Work Satisfaction in Singosari School and found that the Organizational Climate of teachers at Singosari School is in the medium category. **Iqbal & Rashid (2021)** studied the Effect of Organizational Climate on Secondary School Teacher's Competence: A Gender, Locale, Qualification and Experience Base Study. It was concluded that Organizational Climate was positively and significantly correlated with Teachers' competence. **Remya. S, (2021)** studied Job Satisfaction and Institutional Commitment Among High School Teachers with Special Reference to Irinjalakuda Municipality, Thrissur, Kerala. Results of the study reveals that unaided school teachers are dissatisfied with salary and other benefits. **Singh (2021)** made a co-relational study between organizational climate and job performance of private school teachers. The findings revealed that there is a significant correlation between organizational climate and job performance towards school teachers. **Mahadevi (2020)** conducted a study on job satisfaction of secondary school teachers of Northern Karnataka in relation to their self-concept, socio- economic status, teaching attitude and aptitude. The female teachers of secondary schools have higher job satisfaction scores as compared to male teachers of secondary schools of Northern Karnataka. The teachers of government secondary schools have higher job satisfaction scores as compared to teachers of aided secondary schools and teachers of unaided secondary schools of Northern Karnataka. **Yadav (2020)** studied the teacher freezing among secondary school teachers in relation to their sense of humour, organizational climate and adjustment. It was discovered that teacher freezing amongst secondary school teachers with respect to sense of humour differ significantly.

Justification of the Study

The teaching profession involves continuous interaction with students, colleagues, school administrators, parents and the wider community. Consequently, teachers' professional experiences are influenced not only by personal characteristics but also by the organisational environment of their schools. Secondary school teachers often face multiple professional responsibilities, including classroom teaching, assessment, administrative duties, co-curricular activities and participation in institutional programmes. When these responsibilities are performed in an environment characterised by effective leadership, cooperation, recognition and adequate communication, teachers may experience greater satisfaction. On the other hand, authoritarian administrative practices, lack of participation, inadequate recognition and poor interpersonal relationships may create dissatisfaction. Therefore, studying organisational climate in relation to job satisfaction can provide useful information for improving school management and teacher well-being. The study is justified because improvement in teachers' working environment can contribute indirectly to the overall effectiveness of educational institutions.

Statement of the Problem

A Study of Organizational Climate of Secondary School Teachers
in Relation to Their Job Satisfaction

Objectives of the Study

The objectives of the study stated below –

1. To find out the level of organizational climate of teachers in relation to their job satisfaction.
 - 1.1 To find out the level of organizational climate of male teachers in relation to their job satisfaction.
 - 1.2 To find out the level of organizational climate of female teachers in relation to their job satisfaction.
 - 1.3 To find out the level of organizational climate of male private school teachers in relation to their job satisfaction.
 - 1.4 To find out the level of organizational climate of female private school teachers in relation to their job satisfaction.
 - 1.5 To find out the level of organizational climate of male government school teachers in relation to their job satisfaction.
 - 1.6 To find out the level of organizational climate of female government school teachers in relation to their job satisfaction.

Hypotheses of the Study

Following hypotheses formulated and tested –

1. There is no significant relationship between organizational climate of teachers in relation to their job satisfaction.
 - 1.1 There is no significant relationship between organizational climate of male teachers in relation to their job satisfaction.
 - 1.2 There is no significant relationship between organizational climate of female teachers in relation to their job satisfaction.
 - 1.3 There is no significant relationship between organizational climate of male private school teachers in relation to their job satisfaction.
 - 1.4 There is no significant relationship between organizational climate of female private school teachers in relation to their job satisfaction.
 - 1.5 There is no significant relationship between organizational climate of male government school teachers in relation to their job satisfaction.
 - 1.6 There is no significant relationship between organizational climate of female government school teachers in relation to their job satisfaction.

Research Methodology

The Descriptive Survey Method was employed for the present study because the research aims to describe teachers' perceptions of organizational climate and job satisfaction and determine the relationship between the two variables. A correlational research design was adopted because the principal purpose is to determine whether organisational climate is associated with job satisfaction. Secondary school teachers of both private and government schools of Meerut city comprised the population for the present study. 150 male and female teachers of both private and government schools form the sample of the study and the sample was drawn through Stratified Random Sampling technique. The Organizational climate scale developed by Dr. Som Nath Chattopadhyay & K. G. Agarwal and the Job Satisfaction Scale developed by Dr. Amar Singh and Dr. T. R. Sharma were used for collection the data. Pearson's Product-Moment Correlation was used for the analysis and interpretation of data.

Analysis and Interpretation of Data

Objective 1- To find out the relationship between organizational climate and job satisfaction of teachers

Hypothesis 1- There is no significant relationship between organizational climate of teachers in relation to their job satisfaction.

Table- 1

Correlation Co-efficient between Organizational Climate and Job Satisfaction of Teachers

Variables	Sample	Correlation Coefficient (r)	Relationship
Organizational Climate	Secondary School Teachers	0.5832	Positive
Job Satisfaction			

The correlation coefficient between organizational climate and job satisfaction of secondary school teachers is 0.5832. The obtained value is positive, indicating that organizational climate and job satisfaction are positively related. In other words, as the organizational climate of the school becomes more favourable, the level of job satisfaction among teachers also tends to increase. The magnitude of $r = 0.5832$ indicates a positive relationship between the two variables. Thus, the finding indicates that better organizational climate is associated with higher job satisfaction among teachers. Therefore, teachers working in a more favourable and supportive organizational climate tend to report higher levels of job satisfaction.

Objective 1.1- To find out the relationship between organizational climate and job satisfaction of male teachers

Hypothesis 1.1- There is no significant relationship between organizational climate of male teachers in relation to their job satisfaction.

Table- 2

Correlation Co-efficient between Organizational Climate and Job Satisfaction of Male Teachers

Variables	Sample	Correlation Coefficient	Relationship
Organizational Climate	Male Secondary School Teachers	0.4911	Positive
Job Satisfaction			

The coefficient of correlation between organizational climate and job satisfaction of male teachers in secondary schools is 0.4911. The obtained correlation coefficient is positive, which indicates that there is a positive relationship between organizational climate and job satisfaction among male teachers. In other words, when the organizational climate of the school becomes more favourable, supportive, cooperative and conducive, the job satisfaction of male teachers also tends to increase. The value $r = 0.4911$ represents a positive correlation, suggesting that organizational climate is meaningfully associated with teachers' job satisfaction. Thus, the finding indicates that a healthy organizational environment, effective communication, supportive administration, good interpersonal

relationships and opportunities for participation may contribute to greater job satisfaction among male teachers.

Objective 1.2- To find out the relationship between organizational climate and job satisfaction of female teachers

Hypothesis 1.2- There is no significant relationship between organizational climate of female teachers in relation to their job satisfaction.

Table- 3

**Correlation Co-efficient between Organizational Climate and Job Satisfaction
of Female Teachers**

Variables	Sample	Correlation Coefficient	Relationship
Organizational Climate	Female Secondary School Teachers	0.3264	Positive
Job Satisfaction			

The coefficient of correlation between organizational climate and job satisfaction of female teachers in secondary schools is 0.3264. The obtained correlation coefficient is positive, indicating that organizational climate and job satisfaction are positively related among female teachers. The value $r = 0.3264$ represents a positive relationship, suggesting that a favourable organizational climate is associated with higher job satisfaction among female teachers. Thus, improvements in factors such as supportive administration, effective communication, cooperation among colleagues, recognition, participation in decision-making, and a conducive working environment may be associated with increased job satisfaction. Overall, the finding indicates that female teachers experiencing a more positive organizational climate tend to have comparatively higher job satisfaction.

Objective 1.3- To find out the relationship between organizational climate and job satisfaction of male private school teachers.

Hypothesis 1.3- There is no significant relationship between organizational climate of male private school teachers in relation to their job satisfaction.

Table- 4

**Correlation Co-efficient between Organizational Climate and Job Satisfaction
of Male Private Secondary School Teachers**

Variables	Sample	Correlation Coefficient	Relationship
Organizational Climate		-0.2619	Negative

Job Satisfaction	Private Secondary Schools' Male Teachers		
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The coefficient of correlation between organizational climate and job satisfaction of male teachers working in private secondary schools is -0.2619. The obtained correlation coefficient is negative, indicating an inverse relationship between organizational climate and job satisfaction among private secondary school male teachers. The value $r = -0.2619$ represents a negative correlation, suggesting that an increase in organizational climate scores is associated with a slight decrease in job satisfaction scores in this group, and vice versa. However, the magnitude of the relationship is relatively weak. Thus, the finding indicates that organizational climate and job satisfaction among male teachers in private secondary schools are negatively and weakly associated.

Objective 1.4- To find out the relationship between organizational climate and job satisfaction of female private school teachers.

Hypothesis 1.4- There is no significant relationship between organizational climate of female private school teachers in relation to their job satisfaction.

Table- 5

Correlation Co-efficient between Organizational Climate and Job Satisfaction of Female Private Secondary School Teachers

Variables	Sample	Correlation Coefficient	Relationship
Organizational Climate	Private Secondary Schools' Female Teachers	-0.1841	Negative
Job Satisfaction			

The coefficient of correlation between organizational climate and job satisfaction of female teachers working in private secondary schools is -0.1841. The obtained correlation coefficient is negative, indicating an inverse relationship between organizational climate and job satisfaction among private secondary school female teachers. The value $r = -0.1841$ represents a weak negative correlation, suggesting that an increase in organizational climate scores is associated with a slight decrease in job satisfaction scores, and vice versa. However, the strength of this relationship is relatively low, indicating that the association between the two variables is weak. Thus, the finding suggests that organizational climate and job satisfaction among female teachers in private secondary schools are negatively and weakly related.

Objective 1.5- To find out the relationship between organizational climate and job satisfaction of male government school teachers.

Hypothesis 1.5- There is no significant relationship between organizational climate of male government school teachers in relation to their job satisfaction.

Table- 6

**Correlation Co-efficient between Organizational Climate and Job Satisfaction
of Male Govt. Secondary School Teachers**

Variables	Sample	Correlation Coefficient	Relationship
Organizational Climate	Government Secondary Schools' Male Teachers	-0.4469	Negative
Job Satisfaction			

The coefficient of correlation between organizational climate and job satisfaction of male teachers working in government secondary schools is -0.4469. The obtained correlation coefficient is negative, indicating an inverse relationship between organizational climate and job satisfaction among government secondary school male teachers. The value $r = -0.4469$ represents a negative correlation, suggesting that higher scores on organizational climate are associated with lower scores on job satisfaction among male teachers in this group, and vice versa. The negative direction indicates that the two variables tend to move in opposite directions. Thus, the finding suggests that organizational climate and job satisfaction among male teachers of government secondary schools are moderately and negatively related.

Objective 1.6- To find out the relationship between organizational climate and job satisfaction of female government school teachers.

Hypothesis 1.6- There is no significant relationship between organizational climate of female government school teachers in relation to their job satisfaction.

Table- 7

Correlation Co-efficient between Organizational Climate and Job Satisfaction of Female Govt. Secondary School Teachers

Variables	Sample	Correlation Coefficient	Relationship
Organizational Climate	Government Secondary Schools' Female Teachers	-0.4203	Negative
Job Satisfaction			

The coefficient of correlation between organizational climate and job satisfaction of female teachers working in government secondary schools is -0.4203. The obtained correlation coefficient is negative, indicating an inverse relationship between organizational climate and job satisfaction among government secondary school female teachers. The value $r = -0.4203$ represents a negative correlation, suggesting that higher scores on organizational climate are associated with lower scores on job

satisfaction among female teachers in this group, and vice versa. The negative direction indicates that the two variables tend to move in opposite directions. Thus, the finding suggests that organizational climate and job satisfaction among female teachers of government secondary schools are moderately and negatively related.

Findings of the Study

Based on the data analysis and coefficient of correlation obtained in the study, the following major findings were drawn:

- Overall relationship: A positive correlation of 0.5832 was found between organizational climate and job satisfaction among secondary school teachers. This indicates a moderate positive relationship between the two variables.
- Male teachers: Among male teachers, the coefficient of correlation between organizational climate and job satisfaction was 0.4911, indicating a moderate positive relationship.
- Female teachers: Among female teachers, the coefficient of correlation was 0.3264, indicating a low to moderate positive relationship between organizational climate and job satisfaction.
- Private school male teachers: Among male teachers working in private secondary schools, a negative correlation of -0.2619 was found. This indicates a weak inverse relationship between organizational climate and job satisfaction.
- Private school female teachers: Among female teachers of private secondary schools, the correlation was -0.1841, indicating a weak negative relationship.
- Government school male teachers: Among male teachers of government secondary schools, a negative correlation of -0.4469 was found, indicating a moderate inverse relationship between organizational climate and job satisfaction.
- Government school female teachers: Among female teachers of government secondary schools, the correlation was -0.4203, indicating a moderate negative relationship.
- Group-wise variation: The findings show that the relationship between organizational climate and job satisfaction is not uniform across different groups of teachers. The overall, male and female teacher groups showed positive relationships, whereas the government/private school subgroups showed negative relationships.

The study demonstrates that organizational climate and job satisfaction are related variables, but the direction and strength of their relationship vary according to the category of teachers and school management. Therefore, the organizational environment of schools deserves attention while considering teachers' job satisfaction.

Conclusion

The study concludes that organizational climate is an important factor associated with teachers' job satisfaction, although the nature of this relationship is not uniform across different groups. A positive and supportive school environment, effective communication, cooperation, administrative support, recognition and opportunities for participation can play an important role in teachers' professional experiences. The findings may therefore be useful to school administrators, educational planners and policymakers in developing organizational conditions that contribute to a healthy and productive working environment for secondary school teachers.

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