Organizational Climate a Predictor of Job Satisfaction among Teachers

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Abstract

Organizational climate includes management or leadership styles, participation in decision making, provision of challenging jobs, reduction of boredom and frustration, provision of benefits, personnel policies and provision of good working conditions and creation of suitable career ladder. Teachers' job satisfaction is one of the key factors in institutional dynamics and understanding of factors affecting teachers' satisfaction at the workplace is of paramount importance for a successful educational system. The study aims to explore organizational climate as a predictor of teacher's job satisfaction. Through the review of various studies it establishes the relationship between organizational climate and job satisfaction among teachers.

Introduction:

Organizational climate serves as a measure of individual perceptions or feelings about an organization. Organizational climate is the root cause of the success or failure of any organization. It is the resultant effect of an interaction of a number of internal variables like structure, system, culture, leaders' behavior, working conditions and psychological needs of employees with one another. Organizational climate is generally perceived or felt by the employees. Organizational climate is made up of perceived organizational properties intervening between organizational characteristics and behavior (Friedlander & Margulies, 1969).Organizational climate includes management or leadership styles, participation in decision making, provision

of challenging jobs to employees, reduction of boredom and frustration, provision of benefits, personnel policies, and provision of good working conditions and creation of suitable career ladder (Nicholson and Miljus, 1992). Organization climate is of great significance for utilization of human relations and resources at all levels.

Organizational climate has a major influence on motivation, productivity and job satisfaction. It is also a major motivating factor responsible for satisfaction and dissatisfaction of employees and affects the quantum of their turnover. Organizational climate represents the entire social systems of a work group. Two important aspects of climate are the work place and the treatment received from management. Employees feel that the climate is favorable when they are doing something useful that provides a sense of personal worth. Organizational Climate is a concept reflecting the content and strength of the prevalent values, norms, attitudes, behaviors and feelings of the people in an organization (McNabb & Sepic, 1995). According to Litwin and Stringer (1968), the concept of organizational climate developed through the application of motivation theories to behavior in organizations. The purpose was to describe the effects of organizations and organizational life on the motivation of individuals in organizations in order to ultimately describe and explain behavior. What is significant in the motivation of individuals is the perceptions of the individual's expectancy to achieve the goal and the incentive attached to the achievement of the goal. Xaba (1996) defined organizational climate as consciously perceived environmental factors subject to organizational control.

Organizational Climate (Forehand and Glimer, 1964) is a conceptually integrated synthesis of organizational characteristics. It describes the personality of the organization and influences the motivation and behavior of the members of the organization. Organizational climate is the result of interaction among an organization.s Structure, Systems, Culture, Leader Behavior and Employees psychological needs (Pareek, 1989).

Concept of Job Satisfaction:

Job satisfaction as an elusive concept has been an issue of concern since Maslow and Herzberg's studies in 1950s. Job satisfaction can be described as one's feelings or state of mind regarding the nature of the work. Job satisfaction can be influenced by a variety of factors such as the quality of the academics'

relationships with their supervisors, the quality of the physical environment in which they work and the degree of fulfillment in their work (Lambert et al 2008).

Rose (2001) has viewed job satisfaction as a bi-dimensional concept consisting of intrinsic and extrinsic satisfaction dimensions. Intrinsic sources of satisfaction depend on the individual characteristics of the person, such as the ability to use initiative, relations with supervisors, or the work that the person actually performs; these are symbolic or qualitative facets of the job. Extrinsic sources of satisfaction are situational and depend on the environment, such as pay, promotion, or job security; these are financial and other material rewards or advantages of a job. Both extrinsic and intrinsic job facets should be represented, as equally as possible, in composite measure of overall job satisfaction.
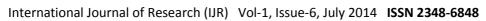
University faculties are currently facing many challenges in education and society, which may well affect their levels of job satisfaction (Kniveton, 1991). This raises the concern regarding the attitudes of educators towards their work and their levels of job satisfaction or dissatisfaction.

Massive changes in higher education systems in the 1990s worldwide led to rising expressions of concerns of the quality of higher education and job satisfaction of university academics. Various studies have identified factors that influence academics' job satisfaction, such as interpersonal relationships with colleagues, work conditions, workload, supervision, management, pay, promotion, job security, social status (Bellamy et al., 2003).

Organizational Climate a Predictor of Job Satisfaction among Teachers:

Researchers, policymakers, and education leaders agree that teacher satisfaction is a vital factor that affects student achievement. Indian Education Commission, 1966 describes teacher as one of the most important factors contributing to the national development. Teachers' job satisfaction is one of the key factors in institutional dynamics and understanding of factors affecting teachers' satisfaction at the workplace is of paramount importance for a successful educational system. Research specifically pertaining to job satisfaction among teachers has recently begun to receive much attention owing to the decrease in popularity and status of the teaching profession as a whole, as well as to

the high teacher turnovers recorded in many countries over the past few decades. Organizational climate is comprised of mixture of norms, values, expectations, policies and procedures that influence work motivation, commitment, individual and departmental performance.

Shukla and Mishra (2006) in a study found that the organizational climate refers to the quality of working environment. If employees feel that they are valued and respected within the organization, they are more likely to contribute positively to the achievement of business outcomes. So a positive climate encourages, while negative climate inhibits discretionary effect. They also concluded that creating a healthy organizational climate requires attention to the factors which influence employees' perceptions, quality of leadership, decision making and recognition.

Kumar and Giri (2007) examined the relationship among organizational climate, commitment and job satisfaction and found positive correlation among them. The study revealed that the organizational climate works as the mediating variable enhancing the relationship of organizational commitment with job satisfaction.
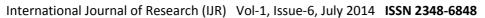
Hellriegel and Stocm(1974) study on organizational climate, pointed out, the intent of organizational climate scales is to clearly evoke perceptual rather than attitudinal responses. They concluded that the climate instruments are meant to describe the work environment and satisfaction instruments serve to evaluate them.

Schein study on organizational climate revealed that a healthy organizational climate is one that:

   i)   take information in and communicate reliably.

   ii)   has the internal flexibility and creativity necessary to make the

   changes which are demanded by the information obtained.

   iii) includes integration and commitment to the goals of organization, from which the willingness to change comes.

   iv)   provides internal support and freedom from threat, undermines good communication, reduces flexibility and stimulates self

protection rather than concern for the total system.

Evans and Honeyman (1998) examined the relationship between organizational climate and job satisfaction in community colleges. A significant relationship was found between job satisfaction and organizational climate. In particular, the organizational climate factors of regard for personal concerns, organizational structure, opportunities for professional development, and internal communication were most strongly associated with job satisfaction.
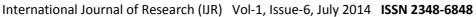
Organizational climate is a concept that deals with staff members perceptions of the working environment. This climate is directly influenced by administrators which in turn affects the motivation and behaviors of the entire staff. More specifically, climate is a relatively enduring quality that is experienced by teachers, influences their behavior, and is based on their collective perceptions (Hoy and Forsyth, 1986).

Organizations have significant effects on the people who work for them and some of those effects are reflected in how people feel about their work (Spector, 1997). This makes job satisfaction an issue of substantial importance for both employers and employees. As many studies suggest, employers benefit from satisfied employees as they are more likely to profit from lower staff turnover and higher productivity if their employees experience a high level of job satisfaction. However, employees should also 'be happy in their work, given the amount of time they have to devote to it throughout their working lives' (Nguyen, Taylor and Bradley, 2003).

Volkwein examined the job satisfaction at both public and private universities. Their collective findings reported job insecurity, stress, and pressure as having a significant negative impact on overall satisfaction, while teamwork, recognition, advancement, feelings of independence, and social and professional relationships with colleagues and supervisors had a significant positive impact on overall satisfaction.

Cohrs et al. (2006) studied the relationship between organizational climate and job satisfaction was conducted on 1,065 German employees from three different professional groups. The first sample was 115 women teachers and 145 male teachers. The second sample was 82 professional female employees and 241 male employees in the business sector. The third sample consists of

professional workers from various sectors. The examined organizational climate dimensions studied were social support, autonomy, promotion opportunity and leadership. Correlation analysis resulted in positive and significant relationship between employees' perceptions towards leadership and job satisfaction level for all the three samples. For the second and third sample, it was found that there were more positive perception towards social support, autonomy and promotion. This thus contributed to higher level of job satisfaction.

Ismael (1990) made a study on "Organizational climate and Teachers' job satisfaction" and found that there was a significant relationship between organizational climate and job satisfaction.

Conclusion:

There is an impact of Organizational climate on the job Satisfaction of the teacher. Organizational climate has been asserted as an important and influential aspect of satisfaction and retention, as well as institutional effectiveness and success in higher education.

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