

Assessing the Organisational Climate for Secondary School Teachers Based on Gender and Locality of School

MD ASADULLAH* AND MINARA YEASMIN**

Abstract

Assessing variety of aspects that contribute to the overall work environment and culture of the school is necessary when evaluating the organisational climate for secondary school teachers. Main objectives are to assess the quality of organisational climate and compare for secondary school teachers with respect to various components based on gender and locality of school. In this descriptive study, with the application of mixed method research design a total of 403 teachers have been considered as sample from the population of secondary school teachers in West Bengal, randomly. Mean, SD, t-test and SPSS-20.0 version for quantitative analysis and convergent parallel method has been used to analyse the qualitative data. There is no significant difference with respect to gender ($t\text{-value}=0.663$, $P=0.508>0.05$) and locality ($t\text{-value}=0.726$, $P=0.468>0.05$) to their organisational climate. Male teachers have better knowledge of leadership, and organisational structure and design; and female teachers are found to be better in interpersonal relations and member quality; and also rural school teachers are better at member quality, and organisational structure, and design while urban school teachers are better at knowledge about interpersonal relations and leadership among different components of organisational climate.

Keywords: Assessing, Organisational Climate, Secondary School Teachers, Gender, Locality of School.

*Research Scholar (Ph.D.), Department of Education, Aliah University, Kolkata

**Assistant Professor, Department of Education, Aliah University, Kolkata

INTRODUCTION

The term 'organisational climate' describes how individuals of an organisation generally understand, feel and approach the fundamental components of the organisation. It displays the customs, principles and natures that define an organisation's culture and set it apart from others (Amiri et al., 2023). According to Wendell and Cecil (2004) gave the concept about the organisational climate that perceptions and attitudes about the organisation—whether it is a pleasant or unpleasant place to work, gregarious or not, focused or laid back, and so on. The atmosphere of the organisation is linked to its stable attributes, as personality pertains to an individual's fundamental traits. Member of the organisation's behaviour is influenced by the culture within it (Sirisha and Lakshmi, 2019). A collection of traits that characterise an organisation and make it unique are referred to as its 'Organisational Climate (OC)'. It is also demarcated equally episodic arrangements of behaviour, attitude and emotions, i.e., illustrate the way of life within the organisation, and are primarily linked to its culture and values. A collection of quantifiable characteristics that employees can either directly or indirectly comprehend at work is known as the organisational climate (Shahnavazi et al., 2021). Banwo et al. (2022) have reported that in order to identify the components of organisational climate, it is necessary to conduct

a thorough and systematic analysis of the following areas: personnel, interaction factors, integration and its nature, surroundings association, inquiry, as well as assistance architecture. Human resources are currently the focus of change and attention. According to Pradoto et al. (2021), employees are attempting to assimilate the qualities of the work environment due to the shared meaning of the organisational climate. The relationships between individuals and choices made by people continue to have a significant influence on the organisational climate (Randhawa and Kaur, 2014). Different verbal and nonverbal clues, and behaviours are used by everyone in the organisation to convey and respond to the current organisational climate. Accordingly, a wide range of elements, including group dynamics, leadership style, organisational structure, industrial context, communication styles and intervening variables in the educational environment are found to influence organisational climate (Banwo et al., 2022). Among the risks that could arise include a decrease in social cohesiveness, a decrease in organisational commitment, and a higher likelihood of miscommunication and conflicts. Therefore, modern organisations must figure out how to lessen these negative effects while preserving diversity's advantages and edge over competitors (Platania et al., 2022).

Assessing many aspects that contribute to the overall work

environment and culture of the school is necessary when evaluating the organisational climate for secondary school teachers. It includes several topics, including decision-making and feedback mechanisms, work load and job expectations, student discipline and safety, leadership, communication, teacher support, teamwork, recognition and awards, and inclusivity and diversity. School administrators can pinpoint opportunities for development and put plans into action to establish a positive and encouraging work environment for secondary school teachers by evaluating these organisational climate components. The current study aims to examine the member's quality, leadership, organisational structure and relationships with others.

RATIONALE OF THE STUDY

An organisation's culture can be summed up as the fundamental beliefs and principles that direct its activities (Pradoto et al., 2022) and the interpretations that staff members give to a series of related incidents that happen while they are working there. The managerial environment has a significant impact on how well school instructors perform since it has a significant impact on motivation and degree of contentment in teachers' work. It establishes whether an employee is happy or unhappy with the culture of their workplace. According to Sirisha and Lakshmi (2019), there is a direct

correlation between the organisational environment, the effective management and performance of school teachers, since satisfaction either dictates or encourages an organisation. Member morale, motivation, job satisfaction and willingness to stick in the institution are all significantly interrelated. Any attempt at cooperative or collaborative management may fail due to a hostile and distrusting atmosphere fostered by a poor organisational climate. On the other side, a positive workplace environment can help to inspire workers, boost morale and encourage engagement with decision-making, foster innovation and creativity and boost productivity (Amiri et al., 2023). New technology, new managerial or administrative procedures, improved items and services, and modifications to other organisational components help organisations innovate and grow (Imran et al., 2010).

REVIEW OF LITERATURE

Amiri (2023) in the very significant work discovered the effect of organisational atmosphere on staff members' self-efficacy, it was shown that over 50 per cent of the participants reported high levels of self-efficacy in a positive organisational climate. The Spearman's rank correlation coefficient data showed a substantial association between self-efficacy and organisational climate. Another important work of Mutony et al., (2020) concluded that employees are inspired significantly

by the organisational climate. These two researches proves that the variables considered in the current investigation has an advantageous and substantial relationship with the organisational atmosphere. Organisations can have a variety of organisational climates with multiple layers, depending on peripheral soft and hard elements (Banwo, 2022). The purpose of Sirishas and Lakshmis (2019) examination was to assess the culture within the institutions and its influence on worker productivity. These researches as well establish a negative correlation between employee turnover and deviant behaviour at work, and a progressive bond among wage earner gratification with the environment at work and performance. Organisational environment, heterogeneity and dissatisfaction with work were studied by Platina et al. in 2022. According to the research, the impact of organisational environment on variables was both favourably and adversely mediated by the diversity of climate. The bulk of study on organisational climate in the construction industry has been done in China. Khanvilkar and Srivastava (2015) conducted an empirical investigation in Indian context relating to middle level executives to examine organisational climate. The study indicated vitality of employee' perspectives work environment. The study of Sheoran et al. (2012), shows there are notable variations in employees' views to the organisational

environment depending on organisational and demographic factors. The study by Suguna (2014) justifies how organisational climate has acquired importance as an element of effectiveness. According to observations by Bamel et al. (2012), a number of factors contribute to increase management effectiveness; they are organisational processes, altruistic conduct, role clarity and communication, results-rewards orientation, and specific interpersonal interaction traits. According to Riofrio's (2024) analysis, dimensionally professional wellness and security are given priority. Overall, Zacher and Yang (2016) discovered that the organisational climate is an important environmental element for productive ageing at work. The research carried out by Pradoto et al. (2022) examined the relationships between working stress, organisational climate and enhancing performance among workers in the context of work-from-home policy. The results of the study, which indicated a strong correlation between nurses' job performance and their perception of the organisational climate, were examined and further studied by Shahnavazi et al., in 2021. Another study conducted by Imran et al., (2010) revealed that organisational structure had no discernible effect on innovative work performance. Bestowing to research by Mutonyi et al. (2022), managers ought to make proactive investments in these resources. By capitalising resources,

such initiatives will raise employee opinions about how appealing the organisation is and encourage more creative thinking.

OBJECTIVES

1. To assess the organisational climate of secondary school teachers.
2. To compare the organisational climate with regard to gender and locality of schools.

RESEARCH QUESTION

1. What are the differences perceived in organisational climate with respect to leadership, organisational structure and design, interpersonal relations and member quality by secondary school teachers in relation to their gender and locality of school?

Hypothesis

There is no significant difference in organisational climate among secondary school teachers in relation to their gender and locality of school.

METHODOLOGY

The present research is descriptive in nature and mixed method (qualitative and quantitative) research design has been used, it considers 403 randomly chosen teachers as samples who are representatives from various secondary schools in West Bengal.

Data collection

In the present study, the data is collected from secondary school teachers in West Bengal and researchers

have used re-standardised (by Md Asadullah, 2022) questionnaire (Organisational Climate Scale for Teachers) for quantitative analysis. Four open-ended questions are used for qualitative analysis to gain overall understanding of the topic under study.

DATA ANALYSIS TECHNIQUES AND INTERPRETATION

The researcher employed the convergent parallel approach while analysing the qualitative data, and then utilised the mean, Standard Deviation (SD), t-test, and Statistical Package for the Social Science (SPSS) 20.0 version for the quantitative analysis.

RESULTS

Objective 1: To assess the organisational climate of secondary school teachers.

Interpretation: From the Table 1, the present study found the mean score of organisational climate, to be 123.97. In search of most important component that influences organisational climate it is understood that interpersonal relation with co-workers ($M=33.77$) and leadership qualities ($M=33.32$) greatly influence organisational climate. Along with that structure and design of the organisation ($M=28.57$) and quality of its members ($M=28.47$), too influence organisational climate to some extent.

Objective 2: To compare the organisational climate with regard to gender and locality of school

Table 1
Organisational Climate and its components

Variable	N	Mean	SD
Organisational Climate	403	123.97	12.57
Components			
Leadership	403	33.32	3.81
Organisational Structure and Design		28.57	3.77
Inter personal Relations		33.77	4.03
Member Quality		28.47	4.70

Table 2
Comparison of different categories influencing organisational climate

Variable	Category		N	Mean	SD	df	t-value	Remarks
Organisational Climate	Gender	Male	214	124.36	12.90	401	0.663	(0.508)
		Female	189	123.53	12.29			NS
	Locality	Rural	210	123.54	12.16		0.726	(0.468)
		Urban	193	124.45	13.09			NS

Interpretation: From the Table 2, while analysing organisational climate in terms of gender and locality of school, it is seen that gender wise means between males and females ($t=0.663$, $P=0.508>0.05$), and locality wise meaning rural and urban ($t=0.726$, $P=0.468>0.05$) areas there

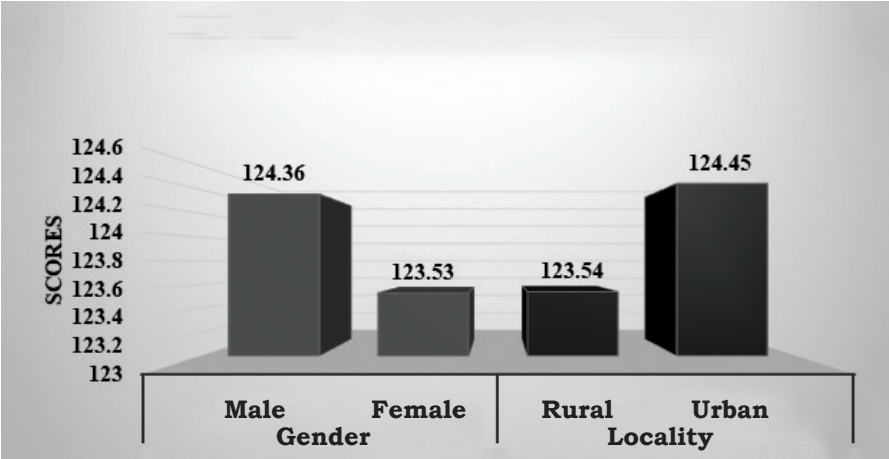


Fig. 1: Comparison of different categories influencing organisational climate

is no significant difference at all. It is very clear from Fig. 1.

Research Question: What are the differences perceived in organisational climate with respect to leadership, organisational structure and design,

interpersonal relations and member quality by secondary school teachers in relation to their gender and locality of school?

Interpretation: From the Table 3 it is seen that regarding leadership

Table 3
Category-wise analysis of different components of organisational climate

Variable	Category		N	Mean	SD	df	t-value	Remarks
	Leadership							
Organisational Climate	Gender	Male	214	33.49	3.83	401	0.929	0.353 NS
		Female	189	33.13	3.79			
	Locality	Rural	210	33.05	3.62		1.472	0.142 NS
		Urban	193	33.61	4.00			
	Organisational Structure and Design							
	Gender	Male	214	29.07	3.66	401	2.911	0.004 S**
		Female	189	27.99	3.82			
	Locality	Rural	210	28.63	3.40		0.375	0.708 NS
		Urban	193	28.49	4.14			
	Interpersonal Relations							
	Gender	Male	214	33.64	4.20	401	0.671	0.503 NS
		Female	189	33.91	3.83			
	Locality	Rural	210	32.90	4.20		4.564	0.000 S**
		Urban	193	34.70	3.62			
	Member Quality							
	Gender	Male	214	28.40	4.87	401	0.337	0.736 NS
Female		189	28.56	4.50				
Locality	Rural	210	29.12	4.20	2.935		0.004 S**	
	Urban	193	27.76	5.10				

S**= Significant at 0.01 level, S*= Significant at 0.05 Level and NS= Not Significant at 0.05 Level

qualities, teachers of rural and urban areas ($t=1.472$, $P=0.142>0.05$), and male and female teachers ($t=0.929$, $P=0.353>0.05$) do not significantly differ from one another when it comes to influence their organisational climate through leadership qualities.

There is statistically significant difference between male and female teachers in terms of their level of influence over organisational structure and design ($t=2.911$, $P=0.004<0.01$), and rural and urban secondary school teachers exhibit no significant difference ($t=0.375$, $P=0.708>0.05$) in this regard.

Interpersonal relation is better maintained at urban setups in city schools compared to village schools

so locality wise there is significant difference ($t=4.564$, $P=0.000<0.01$) in interpersonal relations. Male and females ($t=0.671$, $P=0.503>0.05$) do not show significant difference between them with respect to their interpersonal relations.

In rural schools, the member quality is found to be better than urban school while locality wise there is a significant difference ($t=2.935$, $P=0.004<0.01$). Otherwise, gender wise (male and female), ($t=0.337$, $P=0.736>0.05$) there is no significant difference in member quality in school.

It is proven very clearly in Fig. 2 and 3.

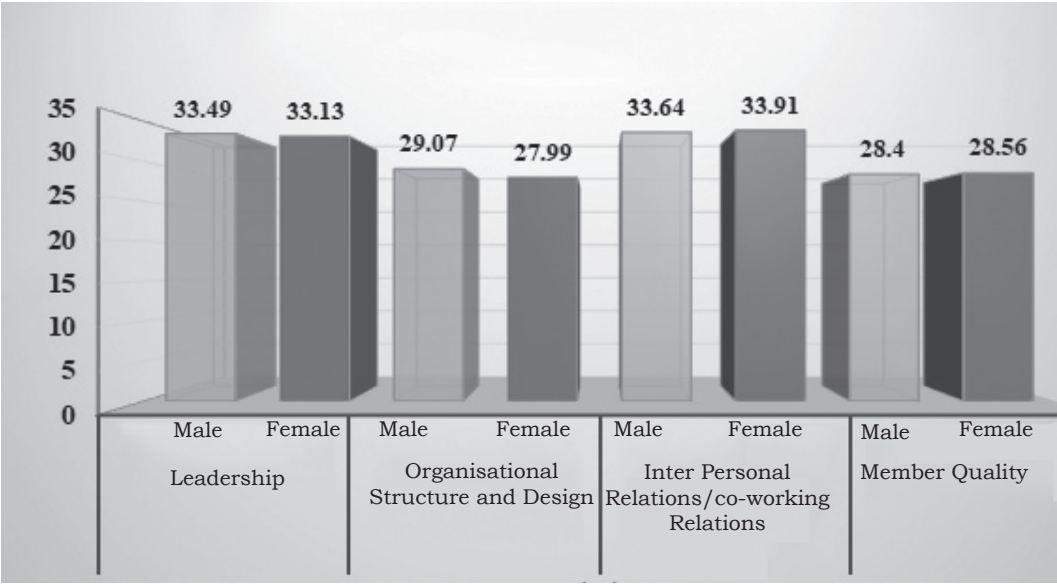


Fig. 2: Gender-wise analysis of different components of organisational climate

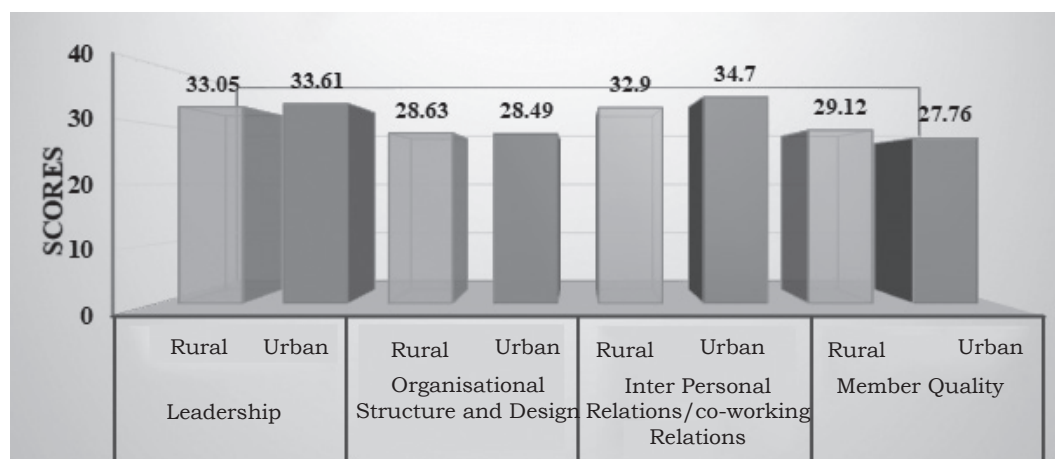


Fig. 3: Locality of school-wise analysis of different components of organisational climate

QUALITATIVE ANALYSIS

All the responses received (after asking four questions to some representatives of the sample taken) are scrutinised and related or similar responses are grouped accordingly to understand the repetitive nature of data in qualitative analysis.

The areas where the Head does not take active interest in the organisation

On being asked about the areas where the head does not take active interest in organisation the 25.31 per cent of teachers replied that the head maintains distance in decision making regarding teachers' personal life and various academic works. The 25.81 per cent of the heads also remain aloof from matters related to cleanliness and beautification of the school. Same 29.28 per cent of

teachers said that it is extra-curricular activities where the head seems to be least bothered. Another 8.68 per cent replied that the teacher's achievement does not attract attention of the head. But 10.92 per cent of teachers readily accepted the fact that the head is very much involved in every aspects of the organisation and nothing is neglected by them. This is found to be very natural that when an institution's head is so much occupied with responsibilities of smooth running of the administration, they will depend to some extent on their fellow colleagues for things that are comparatively less important, so the heads are found to have given much freedom to the teachers about things related to their personal choices and also transfer responsibility of keeping the school surrounding clean.

A few activities in the organisation that make it dynamic, progressive, full of quality and brings perfection in its outlook

The teachers replied enthusiastically regarding the activities that make their organisation unique among others. Many (28.78 per cent) are of the opinion that it is the quality of organisation of various academic and non-academic events. Same 28.04 per cent think that student-centred assessment is the reason for the dynamic and progressive nature of the institutions. Others (25.06 per cent) feel that cordial relation among teachers and between students-teachers has changed the outlook of the school. Rest (18.12 per cent) are of the opinion that it is the quality of teaching-learning processes followed that makes the institution walk in the path of progress. Actually during interaction with the teachers, it is clearly understood that cordial relation between the stakeholders helps to take important decisions to welcome progressive changes that positively impact the swift running of the institution.

Pride in being part of the organisation

On being asked about the reasons why they would like to be proud of their organisation 45.66 per cent of teachers pointed out that homely and peaceful environment encourage the employees. Some 20.60 per cent

answered that creative and innovative learning environment makes them proud of their institution. Other 18.36 per cent answered that their school is free from unnecessary pressures. Rest 15.38 per cent has given credit to the discipline of the school which makes them proud of their school. More or less the teachers are found to be happy in the set up that they are working, which enables them contribute positively to the work culture of the institution, psychologically it is satisfying to them when they are instrumental in the growth story of their work place making them take pride of their work place.

The reasons for which teachers do not give due importance to official directions and formal system of the organisation

Areas of the detachment or ignorance of the teachers in the institutions are found to be communication gap (18.11 per cent). Some 33 per cent blame it on poor management of the school. Other 21.59 per cent responded it as lack of interest towards administrative works, some 16.38 per cent of teachers accepted that they lack the drive of taking responsibility and rest 10.92 per cent of teachers admitted that it is never like the above-mentioned situation and they give importance to official directions and formal systems of the organisation. When the teachers are overburdened with some decisions

enforced on them without their consent and without understanding the ground level reality from outside, they tend to not cooperate. They wish the governing bodies take their needs and demands seriously while making any decision about the welfare of the institution.

DISCUSSION

‘Organisational climate’ describes a collection of traits that constitute an organisation and make it unique. It can also mean consistent patterns of conduct and feelings that represent the organisation’s way of life, and is largely associated with its culture and ideals. According to Mutonyi et al. (2020), Amiri (2023), Zacher and Yang (2016), Khanvilkar and Srivastava (2015) Sirisha and Lakshmi (2019) and Riofrio et al. (2024) teachers’ creative performance is significantly influenced by the organisational climate. However, studies conducted in 2019 by Shahnavaizi et al., (2021) Imran et al. (2010), Pradoto et al. (2022), Bamel et al. (2012) and Platina et al. (2022) looked at the better worker efficiency, job stress and organisational climate. In the current study, the investigators reveal the results about organisational climate for secondary school teacher with respect to their gender and locality of school, i.e., the mean scores of organisational climate is 123.97, and there is no significant difference with respect to gender ($t\text{-value}=0.663$,

$P=0.508>0.05$) and locality of school ($t\text{-value}=0.726$, $P=0.468>0.05$) to their organisational climate. Gender wise, male teachers have better knowledge of leadership and organisational structure and design of organisational climate and female teachers are found to be better in interpersonal relations and member quality among different components of organisational climate. Locality wise, rural school teachers are better at knowledge related to member quality, and organisational structure and design, while urban school teachers are better at knowledge related to interpersonal relations and leadership among different components of organisational climate. The organisational climate of educational institutions varies significantly, the working teachers have variations in their behaviour with students and as well as their capacity to adapt, and also the findings of the present research could be used by for recognising administrators who struggle to create an environment that fosters a favourable work setting for staff members. It is recommended that the government should think for taking initiatives towards building better data based about the organisational climate in the study areas. This study may be expanded on organisational climate in relation to their type of schools and other demographic variables.

Summary of Qualitative Findings

The involvement of head of the institution is more about teachers' achievement rather than their academic work or extra-curricular activities of the institution. The best practices are recognised to be the organisation of different events in a cordial manner and also prioritising the student's interest always. Disciplined and pressure free work environment promote homely and peaceful teaching-learning environment where innovative practices are encouraged. At times lack of interest and irresponsible behaviour of teachers create communication gap that leads to poor management, and tends to make the environment more formal, which eliminates the homelike pressure free environment from the organisation.

CONCLUSION

The conclusion to which the researcher has arrived regarding gender and location of school will genuinely show future direction to the better management of organisational climate. According to the study, teachers' organisational

climate changes depending on gender and locality. The researcher has reached to a conclusion that organisational climate is the utmost significant component, it is understood that interpersonal relations, and leadership qualities greatly influence organisational climate than structure and design of the organisation. Member quality too influence organisational climate to some extent. On the other hand, gender and locality wise there is no significant difference between different categories influencing organisational climate. Gender-wise, male teachers have better knowledge of leadership, and organisational structure and design, and female teachers are found to be better in interpersonal relations and member quality among different components of organisational climate. Locality wise, rural school teachers are better at knowledge related to member quality, organisational structure and design, while urban school teachers are better at knowledge related to interpersonal relations and leadership among different components of organisational climate.

REFERENCES

- AMIRI, F., M. BAGHBANI, S. HANNANI. AND N. A. AZADI. 2023. Impact of Organisational Climate on the Self-efficacy of Operating Room Personnel. *Annals of Medicine and Surgery* 85. 2414–2419. <http://dx.doi.org/10.1097/MS9.0000000000000368>
- BAMEL, U. K., S. RANGNEKAR, P. STOKES AND R. RASTOGI, 2012. Organisational Climate and Managerial Effectiveness: An Indian Perspective. *International Journal of Organisational Analysis*. 21(2). 198-218. doi:10.1108/IJOA-09-2011-0514

- BANWO, A. O., U. ONOKALA, B. MOMOH. 2022. Organisational Climate–institutional Environment Nexus: Why Context Matters. *Journal of Global Entrepreneurship Research*. 12. 357–369. <https://doi.org/10.1007/s40497-022-00330-4>
- RANDHAWA, G. AND K. KOUR, 2014. Organisational Climate and Its Correlates. *Journal of Management Research*. 14(1). 25–40.
- IMRAN, R., T. SAEED, M. ANIS-UL-HAQ AND A. FATIMA. 2010. Organisational Climate as a Predictor of Innovative Work Behaviour. *African Journal of Business Management*. 4(15). 3337–3343. <http://www.academicjournals.org/AJB>
- KHANVILKAR, S. AND M. SRIVASTAVA. 2015. Organisational in the Indian Context-an Empirical Study of Middle Level Executives. *SMART Journal of Business Management Studies*. 11(2). 12–20. Doi: 10.5958/2321-2012.2015.00002.0
- MUTONYI, B. R., T. SLÄTTEN. G. LIEN AND M. GONZALEZ-PINERO. 2022. The Impact of Organisational Culture and Leadership Climate on Organisational Attractiveness and Innovative Behaviour: A Study of Norwegian Hospital Employees. *BMC Health Services Research*. <https://doi.org/10.1186/s12913-022-08042-x>
- MUTONYI, B. R., T. SLÄTTEN. AND G. LIEN. 2020. Organisational Climate and Creative Performance in the Public Sector. *European Business Review*. 32(4). 615–631. Doi: 10.1108/EBR-02-2019-0021
- PLATANIA, S., M. MORANDO G. SANTISI. 2022. Organisational Climate, Diversity Climate and Job Dissatisfaction: A Multi-Group Analysis of High and Low Cynicism. *Sustainability*. 14. 4458. <https://doi.org/10.3390/su14084458>
- PRADOTO, H., S. HARYONA AND H. WAHYUNINGSIH. 2022. The Role of Work Stress, Organisational Climate, and Improving Employee Performance in the Implementation of Work From Home. *Work* 71(4). 345–355. Doi:10.3233/WOR-210678, IOS Press
- RIOFRÍO, M. P. P., S.J. M. LIERENA AND G. G. U GRANIZO. 2024. Organisational Climate in Construction Companies: A Systematic Literature Review. *Administrative Sciences*. 14(3). 51. <https://doi.org/10.3390/admsci14030051>
- SHAHNAVAZI, A., H. BOURAGHI. M. F. ESKIKI AND H. SHAHNAVAZI. 2021. The Effect of Perceived Organisational Climate on the Performance of Nurses in Private Hospitals. *Journal of Clinical Research in Paramedical Sciences*. 10(2). e108532, <https://doi.org/10.5812/jcrps.108532>.
- SHEORAN, S., K. YADAV AND B. K. PUNIA. 2012. Employees' Perception of Organisational Climate in Indian Corporate Sector: A Study across Sectoral and Demographic Variables. *Amity Management Analyst*. 7(1–2). 73–82. [tps://www.researchgate.net/publication/262562358](https://www.researchgate.net/publication/262562358)
- SRISHA, T. AND Y. P. S. LAKSHMI. 2019. A Study on Organisational Climate and Its Impact on Employees Performance in Tamilnadu. *SSRN Electronic Journal*. Doi: 10.2139/ssrn.3423278
- SUGUNA, K. 2014. Organisational Climate-Differing Concepts and Measurements. *GJR IM* 4(1). 67–85.
- WENDELL, L. F. AND H. B. CECIL. 2004. *Organisational Development*. Tan Prints, Pvt. Ltd India.
- ZACHER H. AND J. YANG. 2016. Organisational Climate for Successful Aging. *Frontiers in Psychology*. 7:1007. doi: 10.3389/fpsyg.2016.01007