

IMPACT OF ORGANIZATIONAL CLIMATE ON JOB SATISFACTION OF COLLEGE TEACHERS IN DISTRICT QUETTA.

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Abstract

This study was aimed to identify the impact of organizational climate on college teachers' job satisfaction in District Quetta. Data was collected from six colleges in District Quetta (three boys and three girls' colleges). A questionnaire with 20 statements along with demographical form by using five point scales of likert was used to collect data. The frequencies, percentages and results were drawn after applying the chi-square test, the co-relation and significance was measured.

The results of five null hypothesis revealed that there is significant relationship between organizational climate and job satisfaction of college teachers. Administrative styles of management, impact of salaries, allowances, transfers and postings on basis of local/domicile, and environment of colleges in terms of safety and security have highly significant relationship with job satisfaction of teachers.

General conclusion drawn from this study identifies that there are significant relationships between organizational climate and different factors of job satisfaction of college teachers in District Quetta.

Key Words: Organizations, Organizational Climate, Job Satisfaction,

Introduction

Organizations are considered the core and ever-present pillars of modern society. An organization is body comprising of many people, which has a collective goals and is linked to an external environment. An organization came into existence when more than one person coordinated to execute a task. Organizations, in this modern era, have been facing more challenges than before. These challenges are not for all organizations but somehow, hampers the work of some organizations.

Organizational climate may be defined as an expressive perception that reflect the general view and agreement of every member in relation to the policies, practices, and structure of organization (McMurray, 2003). Organizational climate is actually, the human environment and behaviour of the all members of organization, which is abstract thing and rather be felt then seen. Brown and Brooks (2002, p. 330) defined climate as the “feelings in the air” and the “atmosphere that employees perceive is created in their organizations due to practices, procedures and rewards.” Therefore, according to this definition, the perception of members of organization greatly influences the climate of organization.

Organizations that pursue the defined goals, would definitely require satisfy employees regarding their jobs and workplace environment, (Oshagbemi, 2000). Many teachers specially teachers from colleges are unaware about the significance of workplace environment play for improvement and progress of organization. Most importantly, if employees of an organization are not satisfied with different variables related to the climate of organization and job satisfaction, will hamper them while achieving the organizational goals objectives.

A satisfied state in job is somehow, approving or disapproving sentiments, sensation through that an employee inspects the responsibilities of work (Davis & Newstrom, 1985). Therefore, job satisfaction of employees are sentiments of attraction or repulsion. According to Gray (1996) job satisfaction is the perception of employees about the overall attitudes of other members regarding job. Teamwork, understanding, and proper communication paves a way for more satisfaction.

According to (Jianwei Zhang, 2010) “Organizational climate has a significant effect on the performance of teaching learning process as well as job satisfaction”. Within the context of colleges, organizational climate refers to the interpersonal communication among all relevant entities that includes interaction between teachers, principals, students, parents and the administrative structure of colleges and higher education, Balochistan.

Aloofness build between college teachers and management engulf the existed gap and creates insecurity and uncertainty among teachers.

Obisi (2003), given the list of factors affecting job satisfaction are; competitive salary package, conducive and favourable working conditions, security of job, career advancement opportunities, and relationships of understanding between college teachers and management.

The purpose of this study is to find out the impact of organizational climate on job satisfaction of college teachers in District Quetta.

Statement of the Problem

The previous researches in world, particularly in Pakistan had focussed on the demographical features to identify the factors of job satisfaction. The purpose of this research study is to find out different factors within the climate of an organization and how these factors are influencing college teachers job satisfaction.

Objectives of the study:

The main objectives of this research study are as below;

1. To find out the perception of college teachers regarding the climate of an organization (College).
2. To identify the factors within an organization (college) causing job satisfaction and job dissatisfaction.

Hypotheses of the Study:

The research hypothesis for this study are as below:

Ho 1 There is no significant difference in opinion of respondents regarding the leadership styles of management and teachers job satisfaction.

Ho 2 There is no significant difference in the proportion of opinion responses regarding the Monetary benefits (salaries, allowances and remunerations) of college teachers and its impact on their job satisfaction.

Ho 3: There is no significant difference in the opinion of respondents regarding the demanded policy of local/domicile basis postings and transfers.

Ho 4: there is no significant difference in the opinion of respondents regarding promotion rules, promotion opportunities and job satisfaction of college teachers.

Ho 5: there is no significant differences in the opinion of respondents regarding the safety and security of workplace environment.

Literature Review

After reviewing different literature related to organizational climate and job satisfaction, different authors defined and explain the impact of organizational climate and factors influencing job satisfaction. According to Anderson (2001) defines job satisfaction is “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience”. He further explains it as an employee who holds a positive feelings regarding his/her job are always considered satisfied, however, those employees who holds negative feelings regarding his/her job are considered having dissatisfaction regarding jobs. Therefore, job satisfaction means a delightful state of emotions resulted from employees’ performance of work (Simatwa, 2011).

Social scientists are always interested to identify the impact of organizational climate and how these climates are influencing work related attitudes and behaviours. Climate has been defined as “an experientially based description of the work environment and, more specifically, employees’ perception of the formal and informal policies, practices and procedures in their organization (Schneider, 2008).

Hayat S. (1998) conducted a study about organizational climate, job satisfaction and teachers’ performance in classroom. His study explored that autonomous climate leads college teachers toward job satisfaction and both the variables are significantly related. Another study conducted by Frederic J. Gratto (2001) revealed that a significant relations between organizational climate and factors influencing job satisfaction.

Various research studies have extensively identified the relationship between organizational climate and employees’ outcomes in terms of job satisfaction and performance (Ostroff, 2007). Phenomena of climate is external to workers of organization but cognitively it is also internal as it is influenced by the perceptions, attitudes and behaviours of other members within organization. From the above definitions and explanations, both job satisfaction and organizational climate of organization are interlinked. Organizational climate can influence the job satisfaction and job dissatisfaction because of the behavioural changes of the members of organization.

Theories and Models Motivation and Management:

Maslow's needs Hierarchy theory of motivation in 1939 and 1943 was about personal adjustment. According to him, if people grow up in an environment where his/her needs are not met, he/she will reluctantly function as healthy and well-adjusted individuals. The findings of Herzberg's two factor theory (motivator hygiene theory) suggested that factors (intrinsic factors) that cause satisfaction are workplace environment, promotion, recognition, achievement and responsibility. However, the factors of dissatisfaction (extrinsic factors) are known the 'Hygiene factors' are supervision style, interpersonal relationships, working conditions, policies, and security.

Likert's management systems are management styles constructed by Rensis Likert in 1960. Likert outlined four systems of management to explain the impact of role of management with sub-ordinates in an organization. There are also four major models of organizational behaviour (management):

- Autocratic model
- Custodial model
- Supportive model
- Collegial model
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Autocratic Model:

In Autocratic models, the manager dictates the sub-ordinates. The inputs of employees are not valued in terms of framing policies regarding the future of organization. Therefore, the results of the performance of employees are minimal.

Custodial model:

The drawbacks of autocratic model were controlled by custodial model. This model depends on economic resources. The managers in this model offer monetary benefits to workers. The most important part of this model is to bring security and satisfaction of workers.

Supportive Model:

This model is originated from the 'principles of supportive relationships'. The supportive model is based on struggle of leaders. Leadership styles of leaders in this model are very supportive and

employees' inputs are valued and included in decision-making process. The performance of employees in this model is awakened drives.

Collegial Model:

This model is the extension of supportive model. Collegial model represents the mutual understanding and cooperation between employees and management. Employees in this model are adjusted toward responsible behaviour. In this model, employees enjoy the highest level of job satisfaction and work for attaining the goals and objectives of organization.

Research Methodology

The purpose of this study was to explore the impact of organizational climate on teachers' job satisfaction. To identify the impact of organizational climate on teachers' job satisfaction, an exploratory quantitative research design was selected. Quantitative research is fundamentally an inquiry of some social problem, after collecting numerical data and analyses them mathematically (Aliaga & Gunderson, 2002).

Population:

All male and female teaching staff of colleges under the umbrella of Provincial Government of Balochistan in District Quetta includes in the population of this research study.

Sampling:

A simple random sampling techniques was selected in this research study. 45 teachers from three girls' colleges and 55 teachers from three boys' colleges from District Quetta were selected as sample of this study.

Instrument:

A modified version of Minnesota Satisfaction Questionnaire (MSQ), (Weiss, and Lofquist) and demographical variable form with five point Likert-scale was used for the data collection. This questionnaire had two parts, demographical variables and statement related to organizational climate and its impact on job satisfaction of college teachers.

Table 3.1 Frequency and Percentage of Gender

	F	P
Male	55	55.0 %
Female	45	45.0 %
Total	100	100 %

Table no. 1 highlights about the frequencies and percentages of gender in government colleges of District Quetta. 55 (55%) of the respondents were

from boys' colleges. However, 45 (45%) of the respondents were from girls' colleges of District Quetta.

Table No. 2 Frequency and Percentage of Teaching Subject

	F	P
Science	47	47.0 %
Arts	53	53.0 %
Total	100	100 %

Table no. 2 highlights about the frequencies and percentages of teachers' subject wise frequencies. 47 (47%) of the respondents were teaching science and 55 (53%) of the respondents were teaching arts as a subject.

Table 3 Frequency and Percentage of Age

	F	P
19-25 Years	1	1.0
26-40 Years	63	63.0
41-60 Years	36	36.0
Total	100	

Table 3 highlights the frequencies and percentages of teacher's age. Only 1 % teacher was up to 25 years of age, whereas, 63% of teachers were from 26-40 years of age and this followed by 36 % of teachers were about 41-60 years of age.

Table no. 4 Frequency and Percentage of Teaching Experience

	F	P
0-5 Years	12	12.0
6-10 Years	39	39.0
11-15 Years	23	23.0
16-20 Years	12	12.0
21 and More	14	14.0
Total	100	100.0

Table 4 highlights about number of years of teaching experiences.

Table 4 highlights the frequencies and percentages of teaching experience. The majority of the respondents teaching from 6-10 years were 39%. And only 12 percentages were having the teaching experiences from 0-5 years.

ANALYSIS AND INTERPRETATION OF DATA:

The purpose of conducting this study was to identify the impact of organizational climate on job satisfaction of college teachers in District Quetta five hypotheses were formulated and responses of the opinion were analysed and interpreted after applying chi-square test.

Cross tabulation and Chi-Square Analysis of Opinion Data

Ho 1 There is no significant difference in opinion of respondents regarding the leadership styles of management and teachers job satisfaction.

Table 5. shows responses about the above-mentioned statement.

Response	Frequency	Percentage	χ^2	p –value
Disagree	57	57.0	41.35	0.00001*
Unsure	5	5.0		
Agree	38	36.0		
Total	100	100		

Note: Denotes significance at 5% level of significance

Table 5 shows the perception of the respondents regarding the leadership styles of management and teachers job satisfaction. The reported results highlight that most of the respondents 57(57%) do not agree about this statement, while only 5(5%) were unsure, this followed by 38(38%) of the respondents were in the favour of this statement .

The calculated Chi – Square value is significant at 5 % level of significance (i.e; $p < 0.05$). Therefore, the null hypothesis is rejected and suggests that there is significant differences in the proportion of the opinion responses. These further highlights that the majority of college teachers are not satisfied with the leadership styles of management.

Ho 2 There is no significant difference in the proportion of opinion responses regarding the Monetary benefits (salaries, allowances and remunerations) of college teachers and its impact on their job satisfaction.

Table 6. shows responses about the above-mentioned statement.

Response	Frequency	Percentage	χ^2	p –value
Disagree	66	66.0	196.44	0.00001*
Unsure	13	13.0		
Agree	21	21.0		
Total	100	100		

Note:* Denotes significance at 5% level of significance

Table 6 shows the perception of the respondents regarding the hypothesis no 2. The reported results highlight that most of the respondents 66(66%) do not agree about the perception that college teachers are satisfied with their present salaries, allowances and remunerations, while only 13(13%) were unsure, this followed by only 21(21%) of the respondents felt satisfied with the present salaries and allowances.

The calculated Chi – Square value is significant at 5 % level of significance (i.e; $p < 0.05$). Therefore, this suggests that there are significant differences in the proportion of the opinion responses. This further highlights that salaries, allowances and remunerations of college teachers are not competitive and don't meet teacher's expectation as compared to the salaries and allowances of other departments. Therefore, the null hypothesis is rejected.

I support and stress upon the policy of Local/Domicile basis transfers/postings.

Ho 3: There is no significant difference in the opinion of respondents regarding the demanded policy of local/domicile basis postings and transfers.

Table 7. shows responses about the above-mentioned statement.

Response	Frequency	Percentage	X ²	p –value
Disagree	27	27.0	32.18	0.00001*
Unsure	14	14.0		
Agree	59	59.0		
Total	100	100		

Note:* Denotes significance at 5% level of significance

I support and stress upon the policy of Local/Domicile basis transfers/postings.

Table 7 shows the perception of the respondents regarding the statements related to stress upon the policy of transfers and postings on basis of local/domicile. The reported results highlight that only 27 (27%) of the respondents do not agree, while 14(14%) were unsure, this was followed by the majority of the respondents 59 (59%)were in the favour that policy should be framed about transfers/postings on basis of local/domicile basis. This further indicates that majority of the college teachers are not satisfied with the existing policy of posting/transfers and they stress upon the policy of postings/transfers on basis of Local and Domicile and within districts.

Ho 4: There is no significant difference in the opinion of respondents regarding promotion rules, promotion opportunities and job satisfaction of college teachers.

Table 8. shows responses about the above-mentioned statement.

Response	Frequency	Percentage	χ^2	p –value
Disagree	68	68.0	54.08	0.00001*
Unsure	16	16.0		
Agree	16	16.0		
Total	100	100		

Note:* Denotes significance at 5% level of significance

Table 8 shows the perception of the respondents regarding promotion rules, promotion opportunities and job satisfaction of college teachers. The reported results highlight that majority of the respondents 68(68%) do not agree about this statement, while only 16(16%) were unsure, this followed by 16 (16%) of the respondents were in the favour of this statement.

The calculated Chi – Square value is significant at 5 % level of significance (i.e; $p < 0.05$). Therefore, this suggests that there is significant differences in the proportion of the opinion responses. This further highlights that college teachers are not satisfied with the promotion rule, promotion opportunities and job satisfaction of college teachers. This hypothesis is, therefore, rejected.

Ho 5: There is no significant differences in the opinion of respondents regarding the safety and security of workplace environment.

Table 9. shows responses about the above-mentioned statement.

Response	Frequency	Percentage	χ^2	p –value
Disagree	71	71.0	68.18	0.00001*
Unsure	6	6.0		
Agree	23	23.0		
Total	100	100		

Note:* Denotes significance at 5% level of significance

Table 9 shows the perception of the respondents regarding college teacher's perception about workplace environment in terms of safety and security and job satisfaction. The reported results highlight that most of the respondents 71(71%) do not agree about this statement, while only 6(06%) were unsure, this followed by 23 (23%) of the respondents were in the favour of this statement.

The calculated Chi – Square value is significant at 5 % level of significance (i.e; $p < 0.05$). This suggests that there is significant differences in the proportion of the opinion responses. This further explores that majority of the college teachers are not satisfied with the environment of colleges in terms of safety and security. Therefore, the null hypothesis is rejected.

Results and Recommendations:

The purpose of this study was to identify the workplace environment, and different factors influencing college teachers job satisfaction in District Quetta. The results and recommendations are discussed below.

1. Results regarding leadership styles of management and teachers job satisfaction showed a significant relationship. Majority of the college teachers. The calculated Chi – Square value is significant at 5 % level of significance (i.e; $p < 0.05$). Therefore, the null hypothesis is rejected and suggests that there is significant differences in the proportion of the opinion responses. These further highlights that the majority of college teachers are not satisfied with the leadership styles of management. The result of respondents suggest that management should change the leadership style and also suggest that the input of college teachers may be considered.
2. The results regarding monetary benefits (salaries, allowances and remunerations) reveals that most of the respondents 66(66%) do not agree about the perception that college teachers are satisfied with their present salaries, allowances and remunerations, while only 13(13%) were unsure, this followed by only 21(21%) of the respondents felt satisfied with the present salaries and allowances. The calculated Chi – Square value is significant at 5 % level of significance (i.e; $p < 0.05$). This further highlights that salaries, allowances and remunerations of college teachers are not competitive and don't meet teachers' expectation as compared to the salaries and allowances of other departments.

3. Result regarding transfers/postings of college teachers on basis of their local and domicile revealed that that only 27 (27%) of the respondents do not agree, while 14(14%) were unsure, this was followed by the majority of the respondents 59 (59%)were in favour of a policy of transfer and posting on basis of local and domicile. This further suggests that majority of the college teachers are not satisfied with the existing policy of posting/transfers and they stress upon the policy of postings/transfers on basis of Local and Domicile and within districts.
4. Result regarding promotion rules, promotion opportunities and job satisfaction of college teachers highlighted the calculated Chi – Square value is significant at 5 % level of significance (i.e; $p < 0.05$). This further highlights that college teachers are not satisfied with the promotion rule, promotion opportunities and job satisfaction of college teachers. It further recommends that teacher should be provided opportunities of promotion and rules may be made considering their interests.
5. There is a significant relationship between workplace environment in terms of safety and security and job satisfaction of college teachers. The calculated Chi – Square value is significant at 5 % level of significance (i.e; $p < 0.05$). This further reveals that majority of the college teachers are not satisfied with the environment of colleges in terms of safety and security. Therefore, college should be provided safety and security so that teachers may feel satisfied.

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