



# Organisational Climate and Job Satisfaction: An Empirical Study of Higher Education Teachers in Coimbatore District

Dr.R.TAMIL SELVI, Assistant Professor, Department of Commerce, Hindusthan College of Arts & Science, Coimbatore

E Mail ID: miruthultamil1983@gmail.com

## Abstract:

Organisational climate significantly influences teachers' job performance, which can be assessed through job satisfaction, commitment, sense of challenge, meaningfulness, and responsibility. This study examines higher education teachers' perceptions of organisational climate and its impact on job satisfaction in colleges affiliated with Bharathiar University, Coimbatore District. The research is both explorative and descriptive in nature, utilizing primary data collected through a structured questionnaire from a stratified sample of 725 teachers across 18 colleges.

The findings indicate that teachers generally exhibit high levels of trust and positive relationships with immediate seniors and colleagues. However, comparatively lower satisfaction levels were observed in areas related to management practices, such as transparency, welfare measures, and administrative support, highlighting perceptual gaps between expectations and experiences. Statistical analyses, including Z-tests and Exploratory Factor Analysis, identified key dimensions of organisational climate trust, communication, welfare measures, administrative support, and transparency that significantly influence job satisfaction.

The study concludes that while interpersonal relationships among faculty are strong, improvements in institutional policies and management practices are necessary to enhance overall job satisfaction. A supportive organisational climate not only promotes teacher commitment and performance but also contributes to the quality of education, benefiting teachers, management, policymakers, and the broader academic community.

**Keywords:** *Organisational climate, job satisfaction, higher education, teachers' perceptions.*

## Introduction

In recent years, the higher education system worldwide has undergone significant transformation, driven by shifts in global economic standards, rapid technological advancements, and evolving industrial and service sector activities. As a consequence, educational institutions are increasingly adopting business-like models, engaging in competitive strategies to maintain their market position. These global trends have also had a substantial impact on the Indian education system. The liberalisation of the Indian higher education sector in 1991, followed by the forces of globalisation, facilitated greater participation of private entrepreneurs in the sector. Subsequent economic reforms encouraged the establishment of a large number of private colleges and universities. However, the expansion of private investment in higher education has, to some extent, slowed the growth and investment in government-funded institutions.

Organisational climate plays a significant role in influencing teachers' job performance. Job performance can be assessed through indicators such as job satisfaction, commitment, sense of challenge, meaningfulness, and responsibility. When teachers are satisfied with their jobs, their performance improves, and they show greater dedication to both their work and the institution. Job satisfaction, therefore, becomes a key factor that reflects the effectiveness of an institution's HR practices and its concern for teachers' welfare. Understanding the factors that determine teachers' job satisfaction is essential for the long-term success and sustainability of higher educational institutions.

In recent years, research has increasingly focused on teachers' job satisfaction, with findings highlighting a decline in the popularity and status of the teaching profession. High attrition rates among teachers are often linked to poor work environments, heavy workloads, unsupportive organisational climates, and ineffective HRM practices.

Despite this growing attention, the relationship between organisational climate and teachers' job satisfaction in higher education institutions remains relatively underexplored. Differences in work atmosphere across various institutions such as Arts and Science Colleges, Engineering Colleges, Medical Colleges, and Teacher Training Colleges create distinct perceptions of organisational climate among teachers. These perceptions, in turn, shape their overall job satisfaction. Organisational climate can be compared to the personality of an individual, as it reflects the unique characteristics of an institution. Building on this perspective, the present study seeks to examine higher education teachers' perceptions of organisational climate and its impact on their job satisfaction.

## OBJECTIVES OF THE STUDY

- To evaluate the level of satisfaction of higher education teachers with respect to various organisational factors.
- To assess the impact of organisational climate on the professional satisfaction of teachers working in higher educational institutions in Coimbatore district.

## Scope of the Study

The present study seeks to provide a comprehensive empirical analysis of teachers' perceptions of organisational climate and its influence on their job satisfaction. The findings are expected to be valuable for both private and public higher educational institutions, government policymakers, educational experts, and academicians in understanding the dynamic role of organisational climate in shaping teachers' performance and satisfaction. The suggestions derived from this study will assist these stakeholders in recognising the significance of organisational climate and in implementing necessary changes within higher educational institutions to ensure both quality education and enhanced teacher satisfaction.

## Statement of the Problem

In any educational system, teachers are regarded as one of the most important pillars, as their contribution to the development of intellectual skills is undeniable. To meet the high expectations of students, parents, and management, teachers must remain physically, mentally, economically, and socially well-balanced. Effective teaching requires continuous qualitative improvement on the part of teachers, which is essential for the overall betterment of learners. Recent research in education has revealed that, despite improvements in teachers' quality, competence, dedication, and commitment over the years, many teachers are still unable to perform their duties effectively due to dissatisfaction with their work environment or poor administrative practices within institutions.

The organisational climate of an educational institution plays a crucial role in addressing these issues. Institutions with a conducive and supportive climate enable teachers to perform effectively, while unfavourable conditions often lead teachers to either seek employment in better institutions or leave the profession altogether. Organisational climate reflects the experiences of members within the institution, whereas organisational culture represents its underlying values.

In this context, the present study aims to analyse higher education teachers' perceptions of organisational climate and examine its influence on their job satisfaction.

## Research Methodology

The study is both explorative and descriptive in nature. It encompasses all faculty members working in colleges located in Coimbatore District and currently affiliated with Bharathiar University, Coimbatore.

The present study is primarily based on primary data sources and adopts a stratified sampling technique. Teachers working in affiliated colleges of Bharathiar University, Coimbatore, located within Coimbatore District, are considered as the sample population. Coimbatore District comprises several geographical regions, including

Coimbatore North, Coimbatore South, Mettupalayam, Pollachi, Sulur, Annur, Kinathukadavu, and Valparai. Colleges functioning within these regions were taken as the sampling frame for the study.

The stratified sampling method was applied to classify the colleges functioning under Bharathiar University in Coimbatore District. Based on ownership patterns, the colleges were categorised as Government, Semi-Government, and Private institutions. Furthermore, based on accreditation status and autonomy of functioning, colleges were classified as Autonomous and Non-Autonomous institutions.

At present, there are numerous arts and science colleges functioning in Coimbatore District. For the purpose of this study, 18 colleges affiliated to Bharathiar University and located in Coimbatore District were considered as the sample, excluding Jansons School of Business. From each college, 45 teachers were selected, giving a total of 810 respondents. A well-structured questionnaire was used to collect the data. Out of the 810 questionnaires distributed, 85 were found to be incomplete and were excluded from the analysis. Thus, the final sample for the study consisted of 725 respondents.

## REVIEW OF LITERATURE

**Selamat et al., (2013)** study aimed to examine the influence of organisational climate on school teachers' job performance, in the District of Klang, Selangor, Malaysia. The findings of the study revealed that teachers working in secondary schools were unable to carry out the tasks effectively as the organisational climates in the schools are very unhealthy. The study also revealed that organisational climate significantly influences teachers' job performance.

**Pozveh and Karimi's (2017)** research work aimed to investigate the association between organisational climate and organisational citizenship behaviour (OCB) among the teachers working in Iran city Isfahan. The findings of the study indicated that by creating positive and good organisational climate the organisation can define the required culture in the work place like: common values, sets to be taken for solving employees' problems and achievement organisational citizenship behaviours etc.

### Results and Discussion:

The collected data were analyzed and presented as follows:

**TABLE NO.1.1**  
**MEASURES OF DISPERSION**  
**ASSOCIATION BETWEEN TEACHERS' LEVEL OF PERCEPTION AND SATISFACTION**  
**TOWARDS ORGANISATIONAL CLIMATE**

Variables	Perception		Satisfaction		Correlation
	Mean	SD	Mean	SD	
Trust	2.252	0.560	<b>4.881</b>	3.383	.441
Training and Development	2.428	0.601	<b>7.043</b>	3.304	.268

Transformation and Diversity	2.235	0.539	<b>7.430</b>	3.314	.273
Job Satisfaction	2.106	0.545	<b>6.105</b>	3.699	.217
Leadership	2.225	0.564	<b>6.579</b>	3.653	.238
Teachers wellness	2.232	0.634	<b>5.432</b>	3.624	.053
Communication	2.279	0.601	<b>6.481</b>	3.420	.566
Performance Management	2.208	0.619	<b>7.410</b>	3.267	.464
Remuneration and Rewards	2.418	0.833	<b>6.694</b>	3.481	.301
Teamwork	2.210	0.571	<b>7.029</b>	3.158	.336
Work Environment	2.247	0.796	<b>6.863</b>	3.091	.668
Institutional Image	2.233	0.601	<b>5.977</b>	2.981	.222

Source: Computed from Primary Data

Level of Significance: 5 per cent

It is evident from the above table that teachers have exhibited high level of satisfaction towards the organisational climate.

**TABLE NO.1.2**  
**RESULT OF PAIRED Z TEST**  
**ASSOCIATION BETWEEN TEACHERS' LEVEL OF PERCEPTION AND SATISFACTION**  
**TOWARDS ORGANISATIONAL CLIMATE**

Perception Vs Satisfaction	Mean	SD	Z	DF	Sig
Trust	-2.629	3.445	20.549	724	<b>.000</b>
Training and Development	-4.615	3.382	36.742	724	<b>.000</b>
Transformation and Diversity	-5.196	3.393	41.230	724	<b>.000</b>
Job Satisfaction	-3.999	3.691	29.168	724	<b>.000</b>
Leadership	-4.354	3.720	31.517	724	<b>.000</b>
Teachers wellness	-3.200	3.634	23.709	724	<b>.000</b>
Communication	-4.203	3.460	32.710	724	<b>.000</b>
Performance Management	-5.201	3.342	41.911	724	<b>.000</b>
Remuneration and Rewards	-4.276	3.481	33.074	724	<b>.000</b>
Teamwork	-4.819	3.185	40.745	724	<b>.000</b>
Work Environment	-4.617	3.180	39.095	724	<b>.000</b>
Institutional Image	-3.743	2.971	33.922	724	<b>.000</b>

Source: Computed from Primary Data

Level of Significance: 5 per cent

The results indicate that the computed 'Z' values are less than the corresponding table values at the 5 per cent significance level. This statistical evidence supports the acceptance of the hypothesis, suggesting that there is a considerable gap between teachers' perception of the organisational climate and their level of satisfaction with it. This implies that while teachers may recognise certain organisational factors, their satisfaction with how these factors are implemented or experienced remains comparatively lower.

The study further aligns with Borah and Sidhu (2013), who found that the actual and expected organisational climate perceived by teachers varied significantly across universities. Such findings

highlight that teachers often differentiate between what they experience in their workplace environment and what they expect for professional growth and satisfaction.

To explore these variations in greater depth, an Exploratory Factor Analysis (EFA) was conducted. The EFA helped in identifying the underlying dimensions among the twelve variables related to organisational climate, thereby providing a structured understanding of the major factors influencing teachers' perceptions and satisfaction.

## Conclusion

The present study analysed higher education teachers' perceptions of organisational climate and its impact on their job satisfaction in Coimbatore District. The findings revealed that teachers generally exhibit a high level of trust and positive perception towards their immediate seniors and colleagues, which reflects a healthy relationship within the faculty. However, comparatively lower satisfaction levels were observed with respect to management practices, such as transparency, welfare measures, and administrative commitments. This highlights the existence of a perceptual gap between teachers' expectations and their actual experiences of organisational climate.

The application of statistical tools, including Z-tests and Exploratory Factor Analysis, confirmed that significant differences exist between teachers' perceptions and their satisfaction levels. Moreover, the analysis identified key dimensions of organisational climate such as trust, communication, welfare measures, administrative support, and transparency that play a crucial role in influencing job satisfaction among teachers.

Overall, the study concludes that while higher education institutions in Coimbatore District have succeeded in fostering strong interpersonal trust between teachers and their immediate seniors, improvements are required in management practices and institutional policies to ensure better job satisfaction. A conducive organisational climate not only enhances teacher performance and commitment but also contributes directly to the quality of education delivered to students. Strengthening organisational climate in educational institutions will therefore benefit teachers, management, policymakers, and the overall academic community.



## References:

1. Malhan I. V (2006), Developing Corporate Culture in Indian University Libraries: Problems and Challenges of Change Management, Library Management, Volume.No.27, Issue.No.6/7, PP:486-493.
2. Nurharani Selamat, Nur Zahira Samsu and Nur Shaminah Mustafa Kamalu (2013), The Impact of Organizational Climate on Teachers' Job Performance, Educational and Research Journal, Volume.2, Issue No. 1, PP: 71-82.
3. Gowthami Chinthala (2014), Organizational Climate a Predictor of Job Satisfaction among Teachers, International Journal of Research (IJR), Volume. No.1, Issue. No.6, ISSN 2348-6848, July.
4. Nurharani Selamat, Nur Zahira Samsu and Nur Shaminah Mustafa Kamalu (2013), The Impact of Organisational Climate on Teachers' Job Performance, Educational and Research Journal, Volume. No. 2, Issue No. 1, PP. 71-82.
5. Sayanika Borah and Kiranjot Sidhu (2013), The perception of faculty about the gap between prevailing and expected organisational climate of selected state agricultural universities, Asian Journal of Home Science, Volume .No.8, Issue.No.2, PP. 487-489, December.
6. Asghar Zamani Pozveh and Fariba Karimi (2017), The relationship between organizational climate and organizational citizenship behaviors of the staff members in the Department of Education in Isfahan city, International Journal of Educational and Psychological Research, Volume.No.3, Issue.No.1, PP: 53-60.

