

Research Paper

## Organizational Climate and Job Satisfaction: Motivating Factors for Teacher's Engagement to Their Work

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### ABSTRACT

Teacher's engagement is essential for delivering high quality education and fostering a positive learning environment. Engaged teachers are more motivated, innovated, and committed to attend needs of student as well as improvement of school. School education forms a foundation for every student. Therefore, it is important to explore factors which motivate the teachers to be actively involve in their work. Considering this, the present study examines the interaction of organizational climate, job satisfaction and teachers engagement. A sample of 84 teachers (46 female and 38 male teachers) from various public and government schools of Varanasi city, participated in the study. The data were collected by using the Work Engagement Questionnaire, Job Satisfaction Scale, and Organizational Climate Scale. The result revealed that the prevailing organizational climate within schools and level of job satisfaction experienced by teachers, have positive relation to engagement of teachers. And job satisfaction was found major influential factor to predict teacher's engagement to their work. These findings highlight the importance of positive climate and job satisfaction in enhancing teacher engagement. By providing positive climate and creating a satisfied teachers school administration or policy maker can capture competency of teachers.

**Keywords:** *Organizational Climate, Employee Engagement, Job Satisfaction, Teacher's Engagement*

Organizations need to focus on managing and engaging their most important assets properly for the growth of the organization. Employee engagement is a positive feeling state related to work, it is believed to be much more than just a simple attachment to one's job. It directly influences employee emotional, social and psychological well-being as well as work related consequences. A review of the literature on employee engagement revealed that employees who find meaning in their work are engaged in their work and are showing more enthusiasm to achieve organizational goals. For a successful educational system, teacher engagement is essential; therefore, it is important to explore factors that influence the engagement of teacher. Teachers who are highly engaged in their work are ultimately beneficial for students and school indeed. They exert their energy and show enthusiasm to deal with students. Through high quality teaching, students can acquire appropriate knowledge and develop skills and positive attitude, thus making them successful

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Received: October 10, 2025; Revision Received: December 26, 2025; Accepted: December 31, 2025

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in their career, and becoming successful in their lives. There are various factors which interplay to determine the level of engagement of employees in their work. In the present study, an attempt has been made to explore the effect of organizational climate and job satisfaction on teacher's engagement.

**Organizational Climate and Employee Engagement:** Organizational climate has been revealed by researchers as an important factor in understanding employee behaviour since the last few decades. It refers to a concept that reflects the content and strength of prevalent values, norms, attitudes, behaviors and feelings shared by people within an organization. Organizational climate is a measure of individual perception or how they feel about the organization. It is the set of measurable properties of the work environment, perceived directly or indirectly by the members. Two important aspects of climate are the physical environment of the workplace and the treatment received from management (psychological environment). The psychological environment of the organization means what the employees perceive or feel and accordingly, they frame individual opinions and explain the daily events occurring to them or others. An encouraging and supportive climate leads to innovation, motivation, and commitment among employees. Only a few studies have explored the link between climate and work engagement (Chaudhary et al. 2011, 2012, 2014; Schaufeli & Bakker, 2003), especially in teachers. In a study on teachers Gowthami (2014) reported that teachers feel more positive about their work environment when they are involved in meaningful activity which gives them a sense of pride and personal worth. Employees' perception of their organizations has a great impact on their working style and their contributions to the organization. Hakanen et al. (2006) also studied teachers, and found that a good social climate is closely linked to work engagement. Further, they suggested that employees' perceptions, leadership, involvement in decision making and recognition of employees are regarded as important factors for creating a healthy organizational climate. Shukla and Mishra (2006) explained that the organizational climate represents the quality of the working environment. If employees get proper value and respect within the organization, they are motivated to contribute significantly to the organizational goals. So, a positive climate plays an important role to encourage employees. In another study Chaudhary and others (2014) found that climate quality (shared employee perceptions) plays a major role in work engagement. Employees are motivated to engage in work if they are given a proper rewards system, included in important organizational activities, and actively involved in decision making related to organization. In a study on teachers by Schweitzer (2014) revealed that both job-related control and recognition are correlated positively with work engagement. Schweitzer (2014) further revealed work-related resources are the most influential predictor of work engagement. In a recent study in India Subhashini and Vignesh (2019) reported the working environment has a strong positive influence on teachers and their work. Even verbal recognition by parents rather than monetary reward fosters them to offer their best for students.

**Job satisfaction and Employee engagement:** Job satisfaction is an important variable in organizational psychology research. Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job and outcomes they received from the work. Employees have certain expectations from their job, and they experience satisfaction when these expectations are met. Babakus et al. (2003) found that job satisfaction is an essential factor in developing the employees' service ability and still strongly affects the quality of service. Siddhanta and Roy (2012) mentioned job satisfaction as a key driving force for employee engagement. Once employees find satisfaction with their job, it motivates them to

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engage themselves in the work which in turn leads to high performance (Deepa & Kuppusamy, 2014). In another study on BPO employees, Malhotra (2018) also revealed a positive relationship between job satisfaction and employee engagement. Researchers also opine on the reciprocal relation between these variables. Henry, H. & Carla, J. (2009) argued that the employee recognition and employee engagement play an important role in job satisfaction and intent to quit the organization. Researchers have reported that engagement is strongly linked to a variety of business success dynamics such as employee performance efficiency, productivity safety, attendance and retention, customer service and satisfaction etc, (Siddhanta & Roy, 2012). Engaged Employees also have a major source of a competitive advantage to the organization (Joo & Mclean, 2006). It has a positive contribution to productivity and retention of talent in an organization and at a personal level it makes employees happier, more satisfied, and more fulfilled (Harter, Schmidt & Hayes 2002). In light of these researches, the present study attempted to explore the relationship among organizational climate, job satisfaction, and engagement of school teachers and influence of these variables on teaching engagement.

### METHODOLOGY

#### *Sample*

Initially questioners of the study were administered to 100 teachers, from different senior secondary schools of Varanasi city. But finally, only 84 respondents completed their form properly. In a pool of 84 teachers, 38 were male and 46 were female. The age range of teachers was 23 to 59 with a mean age of 38.

#### *Tools*

- **Work Engagement Questionnaire** was developed by Schaufeli and Bakker (2003). This questionnaire consists of 17 items that assess how one feels at work. The scale encompasses 3 dimensions: Vigor, Dedication and Absorption. It is a self-rated questionnaire; respondents gave their responses on a 7 point rating scale. The test retest reliability of the measure is .72, and Cronbach's coefficient ranges from .88 to .95.
- **Job Satisfaction Scale (JSS)** was developed by Dr. Akhilendra K. Singh (2014) was used in this study. The job satisfaction scale contains items which are related to various aspects of a job like salary, opportunity of promotion, relationship with superiors and colleagues, working hours, work environment and facilities provided by the organization. This scale was standardized on various types and levels of occupation like public and private sector banks, teachers, railway employees, defence personnel and third and fourth grade university employees. It is a suitable instrument for most of the types of the organizations and job profiles to measure. The Cronbach's alpha reliability of the scale is 0.865.
- **Organizational Climate Scale (OCS)** developed by Sanjyot Pethe, Sushama Chaudhari & Upendra Dhar (1999) was used in this study. The organization climate scale contains 22 items which are related to various aspects of organization: Reward and Interpersonal relationship, Organization process, Sharing information, Altruistic behaviour. The twenty-two items were translated into Hindi to have a Hindi version of the scale. The split half reliability coefficient was 0.87 and validity 0.93.

**Statistical analysis:** The collected data were analysed by using coefficients of correlation to know the relationship between organizational climate, job satisfaction and employee

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engagement. Regression analysis performed to know how much percentage of variance was significantly contributed by the predictor on the criterion variables.

**Table 1. Correlation between work engagement, organization climate, and job satisfaction (N=84)**

	Mean	Standard Deviation	Work Engagement	Organizational Climate
<b>Work Engagement</b>	38.21	3.76		-----
<b>Organizational Climate</b>	96.01	13.06	.298*	-----
<b>Job Satisfaction</b>	35.64	7.17	.423**	.277*

\* $p < 0.05$ , \*\*  $p < 0.01$

Correlational result presented in result Table 1, which indicates significant positive relationship between work engagement and organizational climate ( $r = .298$ ;  $p < 0.05$ ). Teachers' work engagement also has a positive correlation with job satisfaction ( $r = .423$ ;  $p < 0.01$ ). Organizational climate has significant positive relation to job satisfaction of teachers ( $r = .277$ ;  $p < 0.05$ ).

**Table 2. Regression analysis with job satisfaction and organizational climate as predictor and Work Engagement as criterion**

Variables	Work Engagement
	Beta
Job Satisfaction	.368
Organizational Climate	.196
R	.462
R <sup>2</sup>	.214
F	11.00***

Standardized beta reported in table; \*\*\* $p < .001$ .

- Linear regression was used to assess contribution of job satisfaction and organizational climate to predict teachers engagement to work. The result table revealed that  $R^2 = .214$ ,  $F = 11.00$ ,  $p < .01$ , it means job satisfaction and organizational climate together explained 21.4% contribution in teacher's engagement in their work.
- Standardized coefficient (beta) shows job satisfaction ( $\beta = .368$ ,  $P < 0.001$ ) has significant contribution in work engagement. Whereas organizational climate has not shown very clear ( $\beta = .196$ ,  $p < .059$ ) contribution in work engagement.

## DISCUSSION

A well - trained and dedicated teaching staff is the backbone of a strong and effective educational system. To develop quality teachers, it is now widely recognized that teachers must not only be professionally competent but also it is essential to understand their level of engagement at work. The present study investigates the role of organizational climate and job satisfaction in determining work engagement among teachers. The findings reveal a positive correlation between job satisfaction and work engagement, and significantly impacting work engagement. This result aligns with previous studies that demonstrate a

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positive relationship between job satisfaction and work engagement (Harter, Schmidt & Hayes, 2002; Saks, 2006; Siddhant & Roy, 2012; Thakur, 2014). Satisfied employees are more willing to exert effort to their task and take pleasure in their roles. As a result, satisfied teachers sense greater degree of enthusiasm, pride, and are ready to handle challenges of their work, remain fully focused, and deep immersion in their activities.

The result further supports the importance of a positive climate in determining the engagement of teachers. Key features of organizational climate – such as reward system, interpersonal relationship, opportunity for learning, availability of resources, pleasurable working environment, role clarity, sharing information, trust worthy – serve as a major driver of teacher engagement. This finding aligns with previous researches, who reported that rewards and recognition (Subhashini and Vignesh 2019); work-related resources (Schweitzer, 2014); opportunity for learning and growth, involvement in meaningful activities and decision making, trust, pride (Siddhant & Roy, 2012) significantly motivate teachers to participate actively in their professional responsibilities. A positive climate enhances vigour and dedication in them, and they absorb in their work as they show enthusiasm and involvement in the job. Similarly, the results partially correspond with the finding of Chaudhary & others (2014), which highlight that individual perception of the organisational climate plays a critical role in fostering employee engagement. Moreover, they emphasized the value of social and contextual information in understanding work engagement. And this is the limitation of the present study, in which social and contextual information was not included to understand work engagement. School administration and policy makers should put effort into exploring these factors concerning the experience of teachers in their work environment to maximize the personal fulfillment of teachers which may be in turn beneficial for the students and for a successful educational system.

### CONCLUSION

The findings indicate that teacher engagement requires individual satisfactions along with positive organizational climate are important ingredients for teacher engagement. The satisfied individual and nurturing environment meets teachers' expectations, needs, hopes, dreams, and goals, making them active, present, and open to new experiences. Consequently, teachers are willing to invest sustained effort in their work, deeply involved in their work, experiencing a sense of significance and pride and happily engrossed in what they do.

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### **Acknowledgment**

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

### **Conflict of Interest**

The author(s) declared no conflict of interest.

**How to cite this article:** Singh, K. (2025). Organizational Climate and Job Satisfaction: Motivating Factors for Teacher's Engagement to Their Work. *International Journal of Indian Psychology*, 13(4), 3286-3292. DIP:18.01.298.20251304, DOI:10.25215/1304.298