

EFFECT OF WORKING CLIMATE ON JOB SATISFACTION AND PERFORMANCE OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

It has been realized in the modern era that like other organizations, educational institutions have emerged as the business organization whereas the institutions provide the supportive working environment in order to fulfill the job satisfaction for the elevation of job performance of the academicians. Establishing the relationship of working climate with job satisfaction and job performance was the major objective of this research work. The population of this study was public secondary school teachers from Hafizabad whereas, 300 respondents were selected as sample through simple random sampling technique. For data collection structured questionnaires were administered by applying survey method while for analyses of primary research data SPSS was directed to analyze the research objectives. The findings of this research indicated that the work climate had a positive and significant relationship with both job satisfaction and job performance. Further, it showed there's a significant and positive result from the work climate towards job satisfaction and job performance. This study is beneficial in strengthening secondary school education by utilizing innovative strategies.

Key Words: Working Climate, Job Satisfaction, Teachers' Performance

INTRODUCTION

The accomplishment of satisfaction mostly depends upon the democratic working climate and the self-status of job. The evaluation of city school described as usually additional privileged to counterpart of society (Hoff et al., 2020; Naseem, 2018). Teaching is the utmost job performance and still emerging. Teaching jobs performance have gone various changes within 20 years. Al-Smadi and Qblan (2015) investigated that teacher who contain greater strength of job satisfaction contain commitment to the job with are fewer possible to vanish teaching to exercise additional vocation alternate (Judge et al., 2020). There exists various characteristic to a teachers' level of job satisfaction with working climate, wage, and relationships with working staff, student performance, nearby relative influence, and a kind management (Mustapha, 2013). Performance is one of the essential factors that effecting institution and workers' comfort (Shafiq & Hamza, 2017).

Performance acts an important role in an organization. In the same way, educational institution's brilliance is generally at the mercy of faculty member performance (Hashim and Shawkataly, 2017; Jabbar et al., 2022). The faculty member is a serious aspect and acting an important role for the improvement of staff and its institutions all together (Bhat & Bashir, 2016). Performance improved member of staff job performance and in sequence significantly influence institutional performance (Tria, 2023). Who deliberate the interaction of cooperative administrative behavior on progress-based organizations such as advanced undergrowth and R&D organizations? The learning establishes out that staff are additional possible to take off from ordinary or exercise behavior to unique activities as well as put into

exercise creative thoughts if they reliance their administrators will not discipline them (Kumari et al., 2021).

Similarly, highlighted the importance of a conducive working climate in schools and its impact on the achievement of school goals and the development of student character. In the context of secondary school teachers, the working climate refers to the conditions and atmosphere in which they work, including factors such as leadership style, organizational support, communication, and collaboration among colleagues. These factors collectively contribute to the overall working climate and have a direct impact on the job satisfaction and job performance (Abu Nasra & Arar, 2020). An essential but frequently elapsed approach is role clarity and to achieve this the school heads maintain he democratic environment in the schools. The research showed that role clarity can be gained through investigation into role expectation and group coaching. Heads improve role clarity through taking part in their work climate and together with the school heads take part in the leadership learning program (Pilipiec et al., 2020). There is a harmony in the works, that school head and staff members want to extend the macro-contextual and micro-contextual effects on their work, knowledge and skills to recognize their educational institution and headship roles. The working environment exists around workers and influences carrying out work that is assign to them. Work environment is very thing that exist around the employee in carry out the tasks the carry (Anselmus et al., 2022).

Education plays very important role in human resources development in a society. In developed countries new knowledge and innovations are considered of knowledge. But in Pakistani education environment is lack of innovation due to lack of facilities availability and lack of research centers in educational institutions (Anwar et al., 2022). Muhammad et al., (2015). Moreover, suggestively proved working climate changing and creative character, literature posits that the volume of holding a common sense or communes in the understanding of organizational climate is more of a data gathering assumption for accumulation (Sadiq & Akhter, 2020). Work climate of institution is important. Therefore, institutional climate is referred to the working condition among super ordinates and subordinates in a bid to achieve the objective of the institution. The higher authorities play consequences role within in the institutional work climate. Leader's behavior directly consequences on institutional working management ((Iis et al., 2022; Nugroho et al., 2020).

Research Objectives

- 1- To identify the relationship between working climate and job satisfaction of secondary school teachers.
- 2- To find out the relationship between working climate and job performance of secondary school teachers.
- 3- To examine the effect of working climate on job satisfaction of secondary school teachers.
- 4- To investigate the effect of working climate on job performance of secondary school teachers.

LITERATURE REVIEW

Performance is measured as motivation tools owing to the skill to assist recognize workers 'reinforce and help take advantage of on them through support (Sutton & Watson, 2013). At the similar occasion, limitation is acknowledged and measures set in situate in appearance of administrative maintain that is needed in serving the worker to get better. Support on result as of study by (Phuong & Tran, 2020). Staff who take delivery of maintain behind an appraisal development point to that such carry donate considerably on the way to establishment and

production of thoughts. The skill to motivate through performance appraisal is though established to be mainly needy on how the consequences of the development are used. In instance where the result is worn to punish mistake, innovative behavior is discouraging (Amin et al., 2014; Dar & Rahman, 2020).

Contextual performance and task performance are generally considered to be two different sets of actions that individually influence workplace outcomes for the better in the organization. A set of central activities and behavior as stated by an institution in job is the task performance (Motowidlo, 2000). Task performance has also been described as the inputs that assist in output transformation. The outputs of completed products, supervision of employees, strategic planning among other things can be used as examples of task performance. This behavior is aimed at directly producing goods or services or indirectly aiding organizational functions in order to conduct essential procedures that maintain (Borman & Motowidlo, 1997; Van Scotter et al., 2000).

The set of skills, knowledge and behavior demonstrated by employees that helps them in becoming social engaged in order to perform core duties is termed as contextual performance. This also involves behavior towards creation of working atmosphere and establishing commitment to the organization (Motowidlo, 2000). A successful organization relies on contextual performance to be successful efficient of the core of organization that includes psychological and social contextual performance. Based on research in different fields of the economy, it was found out that extra role behavior was the seat of contextual performance. Similarly, it's important to know that such tasks as voluntary to perform, it's also a kind of support through which your friends need to have you in their burdens, or being at the front line for the interest one's organization among others can be seen as some other instances of contextual performances (Christian et al., 2011).

The earlier researches described various features of satisfaction which is beneficial for the growth of job. It has been said that just as with respect to their unsatisfied counterparts, satisfied workers are effective. This view has been held by various academics and researchers. Additionally, it is said that the satisfied staff performed well and close the organization to its objectives as compare to the unsatisfactory staff (Agensi et al., 2021; Judge et al., 2020). Furthermore, the organization also stressed on the needs of the employees to get close to the institutional goals (Ackah, 2021). Furthermore, satisfaction is highly associated with employees' compensation during work hours. Job contentment shifted to the workers' needs concerning job security, payment and environment for work. More than minority research (Agensi et al., 2021). Accounts tutor job satisfaction has an effect on their retention. It is recommended by this guide that the examiner look at the teacher's 'job satisfaction from the person possessions expansion and encouragement perception since it could help schools and improve retention most importantly (Ackah, 2021).

The workers compare themselves with other institution regarding job satisfaction. Moreover, permitted that Insurance is an important factor in enhancing job satisfaction. Additionally, in order to assess contentment, it is important to evaluate the behaviors of employees. Research has indicated that motivated instructors offer higher-quality services unlike their demotivated colleagues whose performance is low (Basalamah, 2021; Judge et al., 2020). Schools are increasingly emphasizing on the improvement of the academic expertise of teachers besides seeking greater efficiency thereby becoming more humane (Lopes & Oliveria, 2020). The underlying social-psychological theme that individual's behavior is a function of institutional context serves as a theoretical base for the studies on organizational work climate (Rosca, 2020). Basically, the actions and functioning of individuals in the institution are ultimately pushed or limited by the institutional climate. Up until now, four

views of the work climate have been proposed, identified, and explored like structuralize, social interaction, homogeneity, and leadership (Mohanta et al., 2023).

Whereby structuralize perspective rooted in institutional policies, procedures and practices and views institutional characteristics and context as an objective reality on which the individual's perception about the work climate has based (Rosca, 2020). Social interactionist aspect of the work climate highlights the shared meaning that come across through several iterative cycles of interpretation by individuals (Rasheed et al., 2020). On the other hand, the homogeneity perspective explains the ASA (attraction, selection, attrition) process where people are attracted to, choose, and remain in settings that appreciate and give priority to similar characteristics. (Mgaiwa, 2021). Whereas the leadership perspective focuses on the leader characteristics whereby he or she act as a climate and helps in processing the institutional policies, procedures and practices in a consequence manner (Esthi, 2021). Above listed four theoretical perspectives present a snapshot of the process that how working climate is emerged, and enable the individuals, to form and transform such climates by playing their role (Berdicchia et al., 2022).

As Sadiq and Akhter (2020), suggestively prove WC's changing and creative character, literature posits that the volume of holding a common sense or communes in the understanding of organizational climate is more of a data gathering assumption for accumulation. Although, to legitimize this generalization in individuals' thinking group variability and within unit consensus at higher levels of analysis must be used. Work climate scholars have as well introduced work climate strength in their models apart from viewing the extent to which individual's perceptions are shared. It directly, indirectly and as a moderator had direct consequences, often redefining existing work climate relationships (Green et al., 2020). The work climate referent's nature and characteristics will also influence the measurement of the work climate. Direct individual perceptions aggregate work climates, while still some work climates can also become a referent point for people to rate others in the same setting. There have been various models conceived to enhance the specificity with which scholars identify constructs' operational linkages along different levels of analysis. These focal referents may range from work group to supervisors and up-to institutional level referents (Jabbar et al., 2020; Tian et al., 2020).

METHODOLOGY

The present study was a quantitative based on correlational research design. The public secondary school teachers were administered as population from Hafizabad and a sample of 300 respondents was chosen using a simple random sampling technique. For this study structured questionnaire was used as an instrument for data collection. Working climate questionnaire was adopted from New Man (1997). While, to assess teacher job performance questionnaire was taken from Goodman and Svyantak (1999). Job satisfaction questionnaire was adopted from (Lester, 1987). A questionnaire is considered a suitable research instrument that gathers data over a large sample and survey. The questionnaire was consisted of two parts. Part, one was comprised of demographic information about the participants while part two was concerned to the working climate with the dimensions of role clarity, respect, career development and direction, job satisfaction questionnaire with the dimensions of management, development, self-effort, credit, pay, upgradation, depending rewards and marginal aids whereas, teachers' performance questionnaire was administered with the dimensions of task performance and contextual performance. A five-point Likert scale (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree) was used to collect data through survey method. The response of the primary data was coded and entered into sheets

by using Statistical Package for Social Sciences (SPSS). The collected data was analyzed according to the research objectives. Therefore, both descriptive (Mean, Standard Deviation) and inferential statistics (Pearson Correlation, Multiple Regression Analysis) were applied.

FINDINGS

Table 1. *Descriptive Analysis for Role Clarity of Working Climate*

<i>Statements</i>	<i>M</i>	<i>SD</i>
Role Clarity	3.45	1.01
Respect	4.09	.92
Communication	3.86	.94
Career Development	3.60	.97
Direction	3.26	1.04
<i>Working Climate</i>	3.65	.97
Supervision	3.59	.99
Growth	3.78	.96
Work Itself	3.75	.98
Recognition	3.80	.95
Salary	3.52	1.00
Promotion	3.33	1.06
Contingent Rewards	3.49	1.02
Fringe Benefits	3.50	1.02
<i>Job Satisfaction</i>	3.59	.99
Contextual Performance	3.73	.98
Task Performance	3.64	1.01
<i>Job Performance</i>	3.68	.99

To examine the level of secondary school teachers about the variables of the study. The statistical results indicated that mean of the factors about working climate was from 3.45 to 4.09, and overall M= 3.65, SD= .97 while, mean value of the factors about job satisfaction was from 3.33 to 3.80, and overall M= 3.59, SD= .99 whereas, mean score of the dimensions about job performance was from 3.64 to 3.73, and overall M= 3.68, SD= .99. It means respondents were moderately agreed about all the variables of the study.

Table 2. *Relationship of All the Dimensions of Working Climate with Job Satisfaction*

<i>Variables</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
Role Clarity	1					
Respect	.401**	1				
Communication	.355**	.760**	1			
Career Development	.306**	.568**	.466**	1		
Direction	.361**	.519**	.480**	.533**	1	
Job Satisfaction	.202**	.657**	.670**	.543**	.545**	1

Correlation is significant at the 0.01 level (2-tailed).

To evaluate the correlation of all the dimensions of work climate with job satisfaction, Pearson Correlation was applied. The statistical analysis showed that there was a moderate association of all the dimensions of working climate with job satisfaction, the r values were. 202, .657, .670, .543 and .545 respectively.

Table 3. Relationship of All the Dimensions of Working Climate with Job Performance

Variables	1	2	3	4	5	6
Role Clarity	1					
Respect	.401**	1				
Communication	.355**	.760**	1			
Career Development	.306**	.568**	.466**	1		
Direction	.361**	.519**	.480**	.533**	1	
Job Performance	.258**	.744**	.711**	.550**	.557**	1

Correlation is significant at the 0.01 level (2-tailed).

To check the correlation between the dimensions of work climate with job performance, Pearson Correlation was applied. The statistical analysis showed that there was a moderate association of all dimensions of working climate with performance of teachers, the r values were .258, .744, .711, .550 and .557 respectively.

Table 4. Relationship between Working Climate and Job Satisfaction

Variables	1	2	3
Working Climate	1		
Job Satisfaction	.463**	1	
Job Performance	.597**	.303**	1

** Correlation is significant at the 0.01 level (2-tailed).

Pearson Correlation was applied to see whether there existed any correlation of working climate with job satisfaction and performance. The results indicated a moderate association of working climate with job satisfaction and performance of teachers with r score of 507 and 303.

Table 5. Effect of All the Dimensions of Working Climate on Job Satisfaction

DV	Constructs	Std. Error	Beta	t	Sig
Job Satisfaction	(Constant)				
	Role Clarity	.06	.150	2.73	.00*
	Respect	.09	.231	2.77	.00*
	Communication	.09	.364	4.73	.00*
	Career Development	.06	.176	2.76	.00*
	Direction	.07	.211	3.37	.00*

Dependent Variable: JS

To examine the effect of all the dimensions of working climate on job satisfaction, Multiple Regression Analysis was conducted. Beta values in the output showed that all the dimensions of working climate had a moderate effect on job satisfaction with beta values .150, .231, .364, .176 and .211 respectively.

Table 6. Effect of All the Dimensions of Working Climate on Job Performance

DV	Constructs	Std. Error	Beta	t	Sig
Job Performance	(Constant)				
	Role Clarity	.04	.111	2.23	.02*
	Respect	.07	.389	5.14	.00*
	Communication	.07	.311	4.45	.00*
	Career Development	.05	.122	2.10	.03*
	Direction	.05	.182	3.19	.00*

Dependent Variable: JP

To examine the effect of all the dimensions of working climate on job performance, Multiple Regression Analysis was conducted. Beta values in the output show that all the

dimensions of working climate had a moderate effect on job performance with beta values of .111, .389, .311, .122, .176 and .182 respectively.

Table 7. *Effect of Working Climate on Job Satisfaction*

<i>DV</i>	<i>Constructs</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Sig</i>
Job Satisfaction	Working Climate	.05	.584	9.95	.00*
Job Performance	Working Climate	.06	.411	6.03	.00*

To examine the effect of working climate on job satisfaction and performance, Multiple Regression Analysis was conducted. Beta value in the output showed that working climate had a moderate effect on job satisfaction and performance with beta value of .584 and .411 respectively.

Conclusions

It concluded that the respondents were well aware of the variables of this study such as; working climate, job satisfaction and job performance. In addition, there was a moderate relationship of all the dimensions of working climate with job satisfaction and job performance. Further, there was a moderate relationship of working climate with job satisfaction and job performance. Moreover, all the dimension of working climate had moderate effects on job satisfaction and job performance. In addition, working climate has a moderate effect on the job satisfaction of secondary school teachers and job performance.

Discussion and Recommendations

Working climate boosts the job satisfaction and job performance of the academic faculty. Moreover, the working climate theory of new man, and Goodman and Svyantak theory of performance also endorsed that these variables play an integral contribution for the elevation of employees' performance. In this chapter findings, conclusions, discussion, and recommendations were highlighted. The calculated data were analyzed employing means, standard deviation, Pearson correlation and linear regression techniques. The results of the study showed a moderate relation of all the dimensions of working climate and job satisfaction with job performance of secondary school teachers. Further, the results showed that there was a positive relation between working climate and job performance. Additionally, the results showed a positive and significant effect of transformational leadership and working climate on job performance. On the bases of findings, it is recommended that the educational institutions prepare and train the teachers to improve the job performance of the secondary school teachers. The institution provides a positive working climate that teachers do their job in a best way to achieve the institutional goals and objectives.

The organization of secondary education is changing in a self-sustaining behavior and is gaining more knowledge and better innovation and improvement in line with the challenge of globalization. In this age, teacher no longer teaches exactly subjects in the classroom but also serves as an operative of a schooling set of courses and as a representative of innovation. In fact, the school leader confirmed that education transformation is needed wherein, the teacher is no longer only a demanding problem in the classroom other than also a worker of a learning program and a representative of revolutionize make sure that the next generation is prepared to fight at the world's best to carry on success. This situation immediately calls for the relentless development of an educate association so as to eventually reach world-class teaching excellence. Moreover, the development of the teaching cannot eliminate the

responsibility of the instructor in such an organization enlightenment development. Therefore, in the current scenario it has been observed that the performance of teachers is not put into consideration due to the lack of job satisfaction and workplace climate. This study is helpful for new researchers to further conduct their study in the same field. Therefore, it is highly recommended that future studies be conducted with other variables that enhance job satisfaction and job performance among the faculty of the academic institution.

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