



Impact of Organizational Climate on Teachers' Job Motivation at Secondary School Level

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ABSTRACT

This study was conducted to examine the impact of organizational climate on teachers' job motivation at secondary school level. The population of this study was Secondary School Teachers (SST) of District Faisalabad. The sample of 100 SSTs was taken through convenient sampling technique from the public High and Higher Secondary Schools of District Faisalabad. The quantitative approach was adopted to collect data from teachers (SSTs) using a questionnaire consisting of ten items. The findings revealed a significant positive impact of organizational climate on the job motivation of SSTs. Moreover, leadership support, collegial relationships and working conditions were found to be strong predictors of both intrinsic and extrinsic motivations of the teachers. According to the study's findings, a supportive workplace environment enhances teacher motivation, and this is essential to raising academic achievement and teaching efficacy. According to the study's findings, a supportive workplace environment enhances teacher motivation, and teaching efficacy. The results provided useful and supportive knowledge for school administrators and policymakers.

Introduction

The rise of digital technologies in organizations has transformed their environments, including educational organizations (Abbas et al., 2019). Organizational climate is about the understanding of teachers regarding school relating factors like leadership style, collegial relationships, administrative support, decision making practices, working conditions and school culture. It is obvious to mention that organizational climate influences the human performance by impacting on employees' job motivation (Rezaee, et al., 2020). According to Rezaee, et al., (2020), teachers have their own status and respect in the world of education. They play a fundamental role in shaping the quality of education if they are motivated by proper organizational climate to achieve educational goals. Without proper organizational climate, there are chances that there will be no progress in the field of education because organizational climate of a school including leadership style, administrative support, collegial relationship, working conditions and overall school culture directly affects teachers' motivation and attitude toward their professional performance. In many organizations, proper organizational climate is not taken under consideration, therefore, employees' performance and efficiency may become very low. The organizational climate is established based on attitude and values of the organization toward the employees working there. These employees also react and serve according to the behavior of human resources of an organization as they are rewarded, supported or expected (Rozman & Strukelj, 2021).

According to Rozman and Strukelj (2021) main components of an organizational climate are as given below;

1. Leadership Style which can create a great impact of positive organizational climate on intelligent, loyal and devoted employees.
2. Administrative Support of an organization to its employees is a key factor for job satisfaction, motivation and ultimately for the success of an organization.
3. Collegial Relationship is necessary to create and maintain commitment as well as motivation in employees to increase performance.
4. Working Conditions of an organization play a vital role in increasing or decreasing the performance of the employees.
5. Decision making practices of an organization have importance for the success of that organization because when employees are engaged in decision making process then they become motivated and satisfied with their job and show more efficiency and performance.
6. Organizational Culture is the name of shared values, practices, commitment, set rules, behavior and mutual relationship of employees. Favorable organizational culture is the sign of progress of the organization as well as high level job motivation of its employees.

Motivation may be defined as the psychological process which provides the direction of the objectives, importance of the objectives and continuity of behavior to achieve that set objectives. Without motivation, either intrinsic or extrinsic, it is difficult to get required targets (Pekrun, 2021). Motivation can be explained as a process that reinforces, maintains and activates the behavior of the employees towards the achievement of the targeted objectives. Intrinsic motivation refers to the inherent satisfaction while extrinsic motivation is linked with benefits related to job. Intrinsic motivation refers to internal factors like personal satisfaction, professional growth, interest and sense of achievement. Extrinsic motivation refers to external factors such as salary, promotion opportunities, recognition, rewards and job security (Ye et al., 2024). Job satisfaction relates with employees attitudes towards their organizational climate and culture while job motivation refers to the level of enthusiasm, commitment and willingness to perform duties including intrinsic and extrinsic aspects (Wang et al., 2020). A proper and

positive climate of an organization makes possible to develop high level performance in its employees. Positive climate is the source of production of challenging and active employees. In the presence of positive climate in an organization, dedicated and committed employees are produced (He et al., 2021).

Open communication and cooperation among people improve the work satisfaction and value of life working in an organization. In such situation, each member of the organization believes that other members will act positively and subsequently these beliefs will create the significance of a trusting climate where they want to depend on each other (Akhter et al., 2021).

Job motivation results in the form of more efficiency and enhanced performance of the employees. The job motivation can be assured with the organizational supports and by providing resources to its employees so that they may trust on organizational administration and ultimately can show commitment and enthusiasm (Hoang-Dang et al., 2025). Organizational climate is measured with the help of self-report questionnaires which provides the understanding of organizational culture. The organizational approach is helpful to identify the distinctive attitudes and practices (Steele et al., 2022). The teachers' job satisfaction is the fundamental aspect of the their commitment and retention toward their duties which means that only job satisfaction can motivate the teachers to show them enthusiasm and commitment to achieve the educational goals (Noori, 2023).

Literature Review

Knapstad et al., (2025) have argued that organizational climate is one of the most important indicators which affect employee performance. They also mentioned that a supportive work environment will result in engaged employees who enjoy their work. Therefore, it is no surprise that work climate is an excellent predictor of an organization and employees' performance. An employee would be able to perform well only when he or she is engaged with better working conditions. Organizational climate refers to the employees' shared perceptions and the meaning they attach to the policies, practices and procedures they experience in their workplace. Poor organizational climate may be the cause of mental stress of the employees which can decrease the performance level of the employees.

Alkashami (2022) concluded in his study on the topic, "Investigating the impact of CIPD level three for the skills shortage on the private sector in the Kingdom of Bahrain" that strategies for the improvement of organizational climate makes it easy to achieve the effectiveness of that organization. Xie and Lin (2023) have mentioned in their study under the topic, "The impact of investment strategies and sustainable development goals on organizational effectiveness: mediating role of organizational climate that setting sustainable development goals and proper investment strategies impact the organizational climate as well as organizational performance.

Afrifa Jnr et al., (2024), claimed in their study on the topic, "Moving beyond technical competence in 3D printing industry in South Africa: The effect of emotional intelligence and organizational emotional climate in driving job performance" that both emotional intelligence as well as organizational emotional climate have significant impact on the job performance. This study found positive relationship between organizational emotional climate and employees' job performance. Raviv & Shwartz-Asher (2024), stated in their study under the topic, "Fostering resilience: the impact of supportive organizational culture on mitigating burnout in early childhood educators" that it is essential to nurture and value the educators by developing training programs, providing supportive organizational climate and enhancing their organizational vision.

Zhu et al., (2022) conducted a study on, “Spiritual Leadership, Autonomous Motivation and Employee Craftsmanship Spirit: The Cross-Level Moderating Effect of Caring Ethical Climate” in which they claimed that spiritual leadership is essential to satisfy the spiritual needs of employees for self-actualization and developing organizational vision in them to motivate the employees to achieve positive results which are equally beneficial for individuals, groups, organization and society. Wahid et al., (2025), conducted a study on “The influence of organizational climate on teacher motivation and job commitment in public secondary schools” and explored that there is a strong relationship between organizational climate and teachers’ motivation. If the organizational climate is favorable then teachers’ motivation and commitment will be better and resultantly performance will be high. A study conducted by Zhang et al., (2024) showed that there was a positive relationship between organizational climate and teaching innovation of Kindergartens’ teachers. This study also explored that internal and external factor of an organization influence the preschool teachers’ teaching innovation and their underlying mechanism. Sharma and Gupta (2025), conducted a study on, “*The impact of school organizational climate on the professional adjustment of secondary school teachers*” and found that there is an impact of school organizational climate on the professional adjustment of secondary school teachers. The secondary school teachers are directly influenced by the school climate including working conditions and overall school culture. Liu et al., (2024) also conducted a study on, “Effects of organizational climate on employee job satisfaction and psychological well-being: The role of technological influences in Chinese higher education and found that proper organizational climate boost up the job satisfaction which is an important factor of teachers’ job motivation.

Statement of the problem

In Pakistani schools, there are several challenges out of which school organizational climate is an important factor which impacts the performance of the teachers. Thus, this study was conducted to explore the impact of organizational climate on teachers’ job motivation at secondary school level. This study is significant because it highlights the role of organizational climate of the schools in shaping the job motivation of SSTs at Secondary School level.

Objectives of the study

The main objective of this study is mentioned below;

1. To discover the impact of organizational climate on the job motivation of SSTs at Secondary School level.

Research Questions

The main question of this study is given below;

1. What is the impact of organizational climate on the job motivation of SSTs at Secondary School level?

Significance of the study

This study is significant as it highlights the role of organizational climate in shaping the job motivation of Secondary School Teachers at secondary school level. The findings of this study may be helpful for the school administrators and policymakers to understand the importance of leadership practices, working conditions and school climate which influence the teachers’ job motivation and working performance. The results of this study may improve the organizational climate of schools which can lead to higher order satisfaction of teachers and their effectiveness. The study will also contribute to the existing literature by providing the results of organizational climate on secondary school teachers’ motivation.

Methodology

A descriptive / correlational approach was applied to conduct this study. A quantitative research design was adopted to explore the relationship between organizational climate and job motivation of secondary school teachers. The population of this study was all the Secondary School Teachers (SSTs) working in public schools of District Faisalabad. A sample of 100 Secondary School Teachers (SST) was taken from public High and Higher Secondary Schools of District Faisalabad. This sample of SSTs was taken by using convenient sampling technique. Both male and female teachers were included in the sample taken from rural and urban areas of District Faisalabad. The data of this study were collected by using a questionnaire for secondary school teachers consisting of ten items. In this questionnaire, a 5-point Likert scale was used. The collected data were analyzed by using descriptive statistics (mean and percentage). Two tests namely correlation test and t-test were used to find the impact of organizational climate of school on teachers' job motivation at secondary school level.

Findings

Descriptive analysis was followed by using Means and percentage for discovering how highly the organizational climate of school impacts the job motivation of SSTs at secondary school level. In this regard, the criteria below were adopted to judge the teachers' views about job motivation:

Percentage Perceiving Degree

Less than 20	-Very low
20 to 39	-Low
40 to 59	-Moderate
60 to 79	-High
80 and above	-Very High

Demographic characteristics of participants (Secondary School Teachers)

A total of 100 Secondary School Teachers were included in the study. Among them, 45 were male (45%) and 55 were female (55%). The majority of participants have teaching experience from 21 and above years (n = 36, 36%). No teacher was included with teaching experience of less than five years. The majority of teachers (n = 54, 54%) had an MA, MSc, or BS degree. Just 3% of the teachers had a BA or BSc, and 3% had a PhD. Additionally, 51% of teachers were from metropolitan areas and 49% were from rural ones. All participants were employed at public High schools (n = 91, 91%) and Higher secondary school (n = 9, 9%).

The details of statement-wise findings are mentioned in the following tables.

Table 1: Secondary School Teachers' responses regarding impact of Organizational Climate on Teachers' Job Motivation in percentage (n=100)

Q. NO.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
1	My school administration provides a positive organizational climate for teachers.	2.0%	5.0%	4.0%	63.0%	26.0%	4.06	0.826

From Table 1, it is exposed that overall SSTs' opinion about the organizational climate i.e., "My school administration provides a positive organizational climate for teachers" is very high

because 89.0 %, (M=4.06) teachers agreed with the statement. However, remaining of the secondary school teachers remained disagreed or neutral with this question.

Table 2: Secondary School Teachers' responses regarding impact of Organizational Climate on Teachers' Job Motivation in percentage (n=100)

Q. NO.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
2	My School leadership treats teachers with respect	3.0%	3.0%	2.0%	56.4%	35.6%	4.18	0.856

From Table 2, it is exposed that overall SSTs' opinion about the organizational climate i.e., "My School leadership treats teachers with respect" is very high because 92.0 %, (M=4.18) teachers agreed with the statement. However, remaining of the secondary school teachers remained disagreed or neutral with this question.

Table 3: Secondary School Teachers' responses regarding impact of Organizational Climate on Teachers' Job Motivation in percentage (n=100)

Q. NO.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
3	The working climate in my school is comfortable for teaching	3.0%	3.0%	6.9%	58.4%	28.7%	4.07	0.868

From Table 3, it is exposed that overall SSTs' opinion about the organizational climate i.e., "The working climate in my school is comfortable for teaching" is very high because 87.0 %, (M=4.07) teachers agreed with the statement. However, remaining of the secondary school teachers remained disagreed or neutral with this question.

Table 4: Secondary School Teachers' responses regarding impact of Organizational Climate on Teachers' Job Motivation in percentage (n=100)

Q. NO.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
4	I feel safe and secure in my school working climate.	1.0%	5.0%	3.0%	56.4%	34.7%	4.17	0.792

From Table 4, it is exposed that overall SSTs' opinion about the organizational climate i.e., "I feel safe and secure in my school working climate." is very high because 91.0 %, (M=4.17) teachers agreed with the statement. However, remaining of the secondary school teachers remained disagreed or neutral with this question.

Table 5: Secondary School Teachers' responses regarding impact of Organizational Climate on Teachers' Job Motivation in percentage (n=100)

Q. NO.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
5	The school climate promotes teamwork and collaboration.	1.0%	2.0%	2.0%	51.5%	43.6%	4.35	0.715

From Table 5, it is exposed that overall SSTs' opinion about the organizational climate i.e., "The school climate promotes teamwork and collaboration." is very high because 95.0 %, (M=4.35) teachers agreed with the statement. However, remaining of the secondary school teachers remained disagreed or neutral with this question.

Table 6: Secondary School Teachers' responses regarding impact of Organizational Climate on Teachers' Job Motivation in percentage (n=100)

Q. NO.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
6	I am motivated by opportunities for professional growth and development.	0.0%	2.0%	4.0%	68.3%	25.7%	4.17	0.589

From Table 6, it is exposed that overall SSTs' opinion about the organizational climate i.e., "I am motivated by opportunities for professional growth and development." is very high because 94.0 %, (M=4.17) teachers agreed with the statement. However, remaining of the secondary school teachers remained disagreed or neutral with this question.

Table 7: Secondary School Teachers' responses regarding impact of Organizational Climate on Teachers' Job Motivation in percentage (n=100)

Q. NO.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
7	I feel enthusiastic about my teaching responsibilities.	0.0%	2.0%	5.0%	77.2%	15.8%	4.06	0.533

From Table 7, it is exposed that overall SSTs' opinion about the organizational climate i.e., "I feel enthusiastic about my teaching responsibilities." is very high because 93.0%, (M=4.06) teachers agreed with the statement. Whereas, remaining of the secondary school teachers remained disagreed or neutral with this question.

Table 8: Secondary School Teachers' responses regarding impact of Organizational Climate on Teachers' Job Motivation in percentage (n=100)

Q. NO.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
8	My salary and incentives motivate me to perform better in my job.	1.0%	0.0%	4.0%	64.6%	30.3%	4.24	0.624

From Table 8, it is exposed that overall SSTs' opinion about the organizational climate i.e., "My salary and incentives motivate me to perform better in my job." is very high because 95.0%, (M=4.24) teachers agreed with the statement.

Table 9: Secondary School Teachers' responses regarding impact of Organizational Climate on Teachers' Job Motivation in percentage (n=100)

Q. NO.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
9	Teachers are encouraged to participate in decision-making processes	3.0%	6.9%	11.9%	56.4%	21.8%	3.88	0.930

From Table 9, it is exposed that overall SSTs' opinion about the organizational climate i.e., "Teachers are encouraged to participate in decision-making processes" is very high because 78.0%, (M=3.88) teachers agreed with the statement. Whereas, remaining of the secondary school teachers remained disagreed or neutral with this question.

Table 10: Secondary School Teachers' responses regarding impact of Organizational Climate on Teachers' Job Motivation in percentage (n=100)

Q. NO.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
10	Recognition from school administration increases my job	1.0%	3.0%	5.0%	71.3%	19.8%	4.05	0.675

From Table 10, it is exposed that overall SSTs' opinion about the organizational climate i.e., "Recognition from school administration increases my job motivation." is very high because 91.0%, (M=4.05) teachers agreed with the statement. Whereas, remaining of the secondary school teachers remained disagreed or neutral with this question.

Results and Discussion

The results indicated a significant positive relationship between organizational climate and job motivation of SSTs. The results revealed that organizational climate significantly predicts teachers' intrinsic and extrinsic motivation. Leadership support, administrative cooperation and positive collegial relationships were found to be the strongest contributors to teachers' motivation. These findings are consistent with previous studies emphasizing the importance of a supportive school climate to enhance the teacher motivation toward job performance.

Conclusions

The study concludes that organizational climate plays a significant role in shaping the job motivation of Secondary School Teachers. A positive and supportive work environment is essential for motivation towards job performance as well as productivity. Administrators of schools should focus on creating a cooperative, supportive, and growth-oriented environment in order to motivate their teachers.

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