Measuring Organizational Climate in Higher Secondary Schools -Factor Analysis Approach

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Abstract
This paper aims to analyze the factors influencing organizational climate in higher secondary schools. The study is conducted based on the primary data collected through questionnaire. Factor analysis is used to identify the factors influencing the organizational climate. The study identified five predominant factors of organizational climate such as job orientation, work freedom, personal relations, communication, and individual consideration for staff.
Keywords: *Organizational Climate, Higher Secondary Schools, Employee Commitment.*

I.   Introduction

In today's dynamic and changing scenario, the employees are a key factor in organizations' development and achieve sustainable competitive advantage in general and to schools in particular *(Barney, 1991)*. Organizations attempt to attract qualified employees, take advantage of them at an extreme level, and keep employing them in working conditions in which the employees have a critical role. Thus, creating a vigorous and positive organizational climate focuses on employees' welfare, which is thought to be important. So, the employees may undertake additional roles in organizational processes and act innovatively and creatively *(Robbins, 2005)*. It is possible that employees can perceive organizational climate with a positive perception and consider it to be matching with their personal objectives and so, they can demonstrate positive attitudes towards colleagues and the organization. Though, negatively perceived organizational climates which do not support its employees are expected to promote the adverse behaviour of the employees *(Scott-Findlay et al, 2006)*.

The perception of employees towards the working environment or climate is highly important for both individuals and organizations. The workplace climate has an impact on employees' motivation, behaviour, and potential, which is ultimately influenced in organizational productivity *(Denison & Mishra, 1995)*. Employees are engaged when organizations have good work culture and communication practices, where they can get a platform to express their views and chances to grow and enhance their potentials. The level of engagement in employees can be enhanced by identifying its influential factors and work on them. With this background, the present study has been analyzed the factors influencing organizational climate in the teachers of higher secondary schools.

II. Research Methodology

The study followed a descriptive research method. Both primary and secondary sources of data have been used. The secondary data have been collected from reports, books, journals, magazines, and websites. A questionnaire is used to collect the required data from the teachers of higher secondary schools. The study covers 120 teachers from 4 higher secondary schools in Kuzhithurai Educational District. The factor analysis is used to identify the factors influencing organizational climate in higher secondary schools.

Data Analysis and Interpretation

In this section, factors influencing the organizational climate in higher secondaryschools have been analyzed using Factor analysis. The results of the factor analysis are presented below

Table 1: Factors Influencing Organizational Climate of Higher Secondary Schools

Factors/ Variables	Factor Loadings	Eigen Value	% of VarianceExplained
Factor - 1: Job Orientation			
The morale of staff is high.	.891	4.351	31.458
Provide fair remuneration for the work I do	.748		
The staff here are proud of the reputation of the school.	.737		
My job performance is judged properly	.599		
Factor - 2: Work Freedom			
I have adequate resources to do my job effectively	0.855	2.647	14.487
I am receiving required information to do my job	0.693		
I have enough freedom to do my job effectively	0.614		
Opportunities to learn from peers	0.585		
Factor - 3: Personal Relations			
Teachers interact freely with the rest of the staff	0.821	1.740	9.204
Teachers get together in small select groups	0.744		
Factor - 4: Communication			
We are continually trying new ways of contact with parents	0.724	1.621	8.278
Teachers in this school have regular contact with teachers of their subject in other schools	0.668		
Factor - 5: Individual Consideration for Staff			
Helps teachers to solve their personal problems	0.863	1.412	7.610
Develops a real interest in your welfare	0.563		
KMO = 0.861; Bartlett's Test = 1381.862, Sign. .000; Cum.% of Variance = 71.037.			

The above table reveals that KMO value is 0.861, which is more than 0.5 *(Malhotra, 2006)*. So, the application of factor analysis is highly apt for the variables of organizational climate. Bartlett's χ^2 value is 1381.862, which is significant ($p = <0.05$) at a 5% level. It is noted that a high level of inter-relationship is found among the scale variables. So, these variables are adequate for the PCA *(Field, 2009)*. The factor analysis by PCA with Varimax rotation has identified five Eigenvalues, which are greater than 1. It shows that there are five major factors extracted with 71.037% of the variation. It depicts that there are five factors influenced in the

organizationalclimate of higher secondary schools.

The first set of variable loading has four variables with 31.458% of variance. This component is suitably named as *'Job Orientation.'* It is observed that high morale, fair remuneration, school reputation, and proper performance appraisal are highly influenced among the teachers of higher secondary schools. The second component consists of four variables with 14.487% of variance. These variables are aptly named as *'Work Freedom'.* It is inferred that providing adequate resources and freedom have motivated the employees to do the job effectively. The third set of variable loading has two variables with 9.204% of variance. This component is appropriately named as *'Personal Relations'*. It is observed that teachers working in schools have freely interacted with each other even though teachers get together in small groups. The fourth component consists of two variables with 8.278% of variance. These variables are rightly named as *'Communication'*. It is inferred that the communication system one of the essential components for teachers for contacting peers and parents. The fifth factor consists of two variables with 7.610% of variance. These variables are suitably named as *'Individual Consideration for Staff'*. It is inferred that solving personal issues andshowing interest on teachers' welfare are influenced on organizational climate.

III. Conclusion

A good organizational climate is a key factor that stimulates teachers' innovativeness working in higher secondary schools. If the organizational climate is stressful, it obstructs the innovation and productivity of the teachers. A good and positive organizational climate raisesthe performance level of the teachers.Teachers is the most important resource for higher secondary schools. For the progress of higher secondary schools, a good organizational climate is necessary to make them feel comfortable. One of the major problems of teachers is low employee morale due to employment risks and work pressures. It has been noticed that schools with an excellent organizational climate attain higher employee morale. Organizational climate highly influences the teachers' performance because it has a major impact on the motivation and job satisfaction of individual employees. So, the management of higher secondary schools should provide conductive working ambitions for creating win-win situation for both employees and the organization.

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