

A Correlational Study on Organisational Climate and Institutional Commitment of Secondary School Teachers

Dr. Subir Sen¹, Prasanta Gayen², Ramesh Chandra Mahato³, Anasuya Adhikari⁴

¹Associate Professor, Dept. of Education, Sidho-Kanho-Birsha University, India

²Ph.D. Research Scholar, Department of Education, Sidho-Kanho-Birsha University, India

³Ph.D. Research Scholar, Department of Education, Sidho-Kanho-Birsha University, India

⁴Ph.D. Research Scholar, Dept. of Education, Sidho-Kanho-Birsha University, India

Email address: anasuyajpg@gmail.com

Abstract— Every company, institution, or organisation has its own unique personality, traits, and environment, or “organisational climate.” Organisational commitment goes beyond merely being an official member because it also requires having a positive attitude towards the organisation and being willing to put in a lot of effort to ensure its success. The objective of the current study is to determine the correlations between organisational climate and institutional commitment among secondary school teachers of West Bengal in regard to gender and institution location. This research is of the descriptive survey type. A sum of 400 secondary school teachers in West Bengal provided data for the study using a stratified random sample technique. The data were analysed in SPSS Version 26.0 using appropriate descriptive statistics like mean, standard deviation, and coefficient of correlation. The findings showed a strong correlation between organisational climate and institutional commitment among West Bengali secondary school teachers.

Keywords— Organisational Climate, Institutional Commitment, coefficient of correlation, secondary school teachers.

I. INTRODUCTION

The internal environment or the environment around the organisation can both be used to describe the organisational climate. Every organisation, corporation, or institute has its own distinct personality, characteristics, and atmosphere, known as the organisational climate, just as every person has a distinctive personality (Kirti & Saini, 2019). Employees are keenly interested in the organization’s values, aims, and objectives. In addition, organisational commitment entails more than simply official membership because it also entails a favourable attitude towards the organisation and a readiness to exert a lot of work for its success (Nahak & Ellitan, 2022). The present study aims to find out the relationship between Organisational Climate and Institutional Commitment of school teachers teaching at secondary level of West Bengal. Numerous investigations have already employed coefficient of correlation, such as Mondal et al. (2018), Gorain et al. (2018), Gayen and Sen (2021), Sutradhar and Sen (2022a), Sutradhar and Sen (2022b), Mahato, Gayen and Mahato (2023c), Mahato and Sen (2023), Mahato, Gayen and Mahato (2023b), Mahato, Gayen and Mahato (2023a), Gayen, Sen and Adhikari (2023) etc. Another important element in the field of educational research is the Mahalanobis distance. Numerous studies in the

field of educational research have already used Mahalanobis distance, such as Sen and Pal (2020), Ahmed et al. (2020), Ahmed et al. (2021), Mahato and Sen (2021), Gorain et al. (2021), Ahmed et al. (2022b), Ahmed et al. (2022a), Adhikari (2023), Sen et al. (2023), Mohanta et al. (2023b), Mohanta et al. (2023a) etc. Cluster analysis is a significant new advancement in the realm of educational research. Numerous studies in educational research have used it, such as Sen et al. (2023), Adhikari et al. (2023), Mohanta et al. (2023), Gorain et al. (2022), Saha, Sen and Adhikari (2021) etc.

II. LITERATURE REVIEW

Review on Organisational Climate

According to a study by Mohanta et al. (2023), there is no significant correlation among the dynamic nature of the six main dimensions of Organisational Climate of secondary school teachers in West Bengal. In a study on Organisational Climate utilising cluster analysis, Mohanta et al. (2023) discovered that four clusters are identified based on the instructors’ opinions of the institutional climate. Male teachers in rural and urban areas both respond similarly to the institutional climate. In order to understand and pinpoint trends in the different research and approaches used to examine school climate and student outcomes, Mohanta and Saha (2022) conducted a study on Organisational Climate in school education. The role institutional climate plays in establishing a value is critically examined. In a selected private university in South West Nigeria, Adeniji et al. (2018) conducted a study to ascertain the relationships between organisational climate and job satisfaction among academic staff members. The outcome showed that the success of these universities relied on their ability to influence the motivation, support, and level of job satisfaction of academic staff members. The work system used by process management and with the aid of action research to address issues in order to adopt and enhance was outlined in a paper by Marco Ferrerira et al. (2017).

Review on Institutional Commitment

In their study on Institutional Commitment, Mohanta et al. (2023) discovered that there was no discernible change in the

dynamic nature of the dichotomous groupings when the four different dimensions of Institutional Commitment (affective commitment, professional commitment, commitment to the learner, and academic commitment) were gathered as a branch. Artatanaya et al. (2023) conducted a study and revealed that organisational commitment is positively and significantly influenced by perceived organisational support. The findings of this study have consequences for XYZ Denpasar management, who should focus more on markers of perceived organisational support to boost employee organisational commitment. In a study on Institutional Commitment, Mohanta et al. (2023) discovered that the clusters created during the research work tended to group themselves into female of rural institutions, female of urban institutions, male of rural institutions and male urban institutions in order to advance specific ideas about the institutional climate. Ranawaka et al. (2022) made a study on organizational commitment and found a strong correlation between organisational commitment and individual characteristics like gender, income, and working history. Additionally, organisational commitment was highly impacted by job characteristics and physical working circumstances. Nahak and Ellitan (2022) performed a study on institutional commitment and found that Managers should involve staff in strategic planning to increase staff commitment to strategy implementation. Staff involvement in strategic planning can increase member commitment, which will carry over into programme implementation.

Objectives of the Study

1. To study the relationship between Organisational Climate and Institutional Commitment of secondary level male school teachers of West Bengal.
2. To study the relationship between Organisational Climate and Institutional Commitment of secondary level female school teachers of West Bengal.
3. To study the relationship between Organisational Climate and Institutional Commitment of secondary level urban school teachers of West Bengal.
4. To study the relationship between Organisational Climate and Institutional Commitment of secondary level rural school teachers of West Bengal.

Hypotheses of the Study

- H₀₁ There is no significant relationship between Organisational Climate and Institutional Commitment of secondary level male school teachers of West Bengal.
H₀₂ There is no significant relationship between Organisational Climate and Institutional Commitment of secondary level female school teachers of West Bengal.
H₀₃ There is no significant relationship between Organisational Climate and Institutional Commitment of secondary level urban school teachers of West Bengal.
H₀₄ There is no significant relationship between Organisational Climate and Institutional Commitment of secondary level rural school teachers of West Bengal.

III. METHODOLOGY OF THE STUDY

- (a) *Method:* The descriptive survey method has been used to carry out the current investigation.
- (b) *Population:* The population of the current study has been defined as all secondary school teachers in West Bengal, India.
- (c) *Sample & Sampling Technique:* Data were collected for the current study from 400 secondary school teachers in West Bengal, India, using a stratified random selection technique.
- (d) *Tools Used:* The researchers created and standardised Organisational Climate Inventory and Institutional Commitment Inventory, which have been utilised to collect the data.
- (e) *Statistics Used:* The data were analysed in SPSS Version 26.0 using descriptive statistics including mean, standard deviation, and coefficient of correlation.

IV. RESULT AND DISCUSSION

Testing of Hypotheses

TABLE 1. Descriptive statistics of Organisational Climate and Institutional Commitment of secondary level school teachers of West Bengal

Descriptive Statistics				
		Mean	Std. Deviation	N
Male	Organisational Climate	215.25	13.118	218
	Institutional Commitment	191.17	12.040	218
Female	Organisational Climate	214.63	10.917	182
	Institutional Commitment	191.31	9.834	182
Urban	Organisational Climate	216.51	12.182	211
	Institutional Commitment	192.45	10.729	211
Rural	Organisational Climate	213.25	11.923	189
	Institutional Commitment	189.87	11.328	189

TABLE 2. Coefficient of correlation of Organisational Climate and Institutional Commitment of secondary level school teachers of West Bengal

Correlations			
		Organisational Climate	Institutional Commitment
Male	Organisational Climate	1	.984**
	Institutional Commitment	.984**	1
Female	Organisational Climate	1	.968**
	Institutional Commitment	.968**	1
Urban	Organisational Climate	1	.974**
	Institutional Commitment	.974**	1
Rural	Organisational Climate	1	.982**
	Institutional Commitment	.982**	1

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

Testing of Hypothesis 1 (H₀₁): There is no significant relationship between Organisational Climate and Institutional Commitment of secondary level male school teachers of West Bengal.

From table 2 it is showed that value of coefficient of correlation for Organisational Climate and Institutional Commitment of secondary level male school teachers of West Bengal is .984 which is significant at 0.01 level. Thus, the null hypotheses (H₀₁) “There is no significant relationship between Organisational Climate and Institutional Commitment of secondary level male school teachers of West Bengal” is rejected. So, result revealed that there is significant relationship between Organisational Climate and Institutional

Commitment of secondary level male school teachers of West Bengal.

Testing of Hypothesis 2 (H₀₂): There is no significant relationship between Organisational Climate and Institutional Commitment of secondary level female school teachers of West Bengal.

From table 2 it is showed that value of coefficient of correlation for Organisational Climate and Institutional Commitment of secondary level female school teachers of West Bengal is .968 which is significant at 0.01 level. Thus, the null hypotheses (H₀₂) “There is no significant relationship between Organisational Climate and Institutional Commitment of secondary level female school teachers of West Bengal” is rejected. So, result revealed that there is significant relationship between Organisational Climate and Institutional Commitment of secondary level female school teachers of West Bengal.

Testing of Hypothesis 3 (H₀₃): There is no significant relationship between Organisational Climate and Institutional Commitment of secondary level urban school teachers of West Bengal.

From table 2 it is showed that value of coefficient of correlation for Organisational Climate and Institutional Commitment of secondary level urban school teachers of West Bengal is .974 which is significant at 0.01 level. Thus, the null hypotheses (H₀₃) “There is no significant relationship between Organisational Climate and Institutional Commitment of secondary level urban school teachers of West Bengal” is rejected. So, result revealed that there is significant relationship between Organisational Climate and Institutional Commitment of secondary level urban school teachers of West Bengal.

Testing of Hypothesis 4 (H₀₄): There is no significant relationship between Organisational Climate and Institutional Commitment of secondary level rural school teachers of West Bengal.

From table 2 it is showed that value of coefficient of correlation for Organisational Climate and Institutional Commitment of secondary level male school teachers of West Bengal is .982 which is significant at 0.01 level. Thus, the null hypotheses (H₀₄) “There is no significant relationship between Organisational Climate and Institutional Commitment of secondary level rural school teachers of West Bengal” is rejected. So, result revealed that there is significant relationship between Organisational Climate and Institutional Commitment of secondary level rural school teachers of West Bengal.

Major Findings of the Study

Significant relationship has been observed between Organisational Climate and Institutional Commitment of secondary level rural school teachers of West Bengal in terms of male, female, urban and rural teachers.

V. CONCLUSION

The two most crucial aspects of every organisation are its Institutional Commitment and Organisational Climate. Any organization’s success is based on how committed its

employees are to the organisation and how positive the workplace climate is. In this study, it has been found that Organisational Climate and Institutional Commitment have significant relationships among them in terms of gender and location of institution.

REFERENCES

- Adeniji, A., Salau, O., Awe, K., & Oludayo, O. (2018). Survey datasets on organizational climate and job satisfaction among academic staff in some selected private universities in Southwest Nigeria. *Elsevier Inc.* 19, 1688-1693.
- Adhikari, A. (2023). Application of Mahalanobis distance in education and educational psychology: A review. *Innovare Journal of Education*, 11(4), In Press. <https://dx.doi.org/10.22159/ijoe.2023v11i4.47671>
- Adhikari, A., Gayen, P., Mahato, R. C., Pal, I., & Sen, S. (2023). Multi-dimensional data analysis in education: Accumulation and comparison among variables. *International Journal of Research Publication and Reviews*, 4(5), 2243-2245.
- Ahmed, E. A., Banerjee, M., Sen, S., & Chatterjee, P. (2020). Application of Mahalanobis Δ2 on achievement tests on mathematics: A study on higher secondary level students. *Indian Journal of Psychology and Education*, 10(1), 36-40.
- Ahmed, E. A., Banerjee, M., Sen, S., & Chatterjee, P. (2021). Comparison of achievement of higher secondary subjects among tribal and non-tribal students of Bodoland Territorial Region, Assam, India using Mahalanobis distance. *Journal of Calcutta Mathematical Society*, 17(1) 61–66.
- Ahmed, E. A., Karim, M. R., Banerjee, M., & Sen, S. (2022a). Comparison of scholastic attainment in English and Math amongst other studies at the higher secondary level: A study using Mahalanobis distance. *Kuramve Uygulamada Eğitim Yönetimi Educational Administration: Theory and Practice*, 28(4), 1-13.
- Ahmed, E. A., Karim, M. R., Banerjee, M., Sen, S., Chatterjee, P., & Mandal, G. (2022b). A comparative study on academic achievement of Mathematics and English with other subjects of secondary level in BTR of Assam, India, using Mahalanobis distance. *Education Research International*, 1-10. <https://doi.org/10.1155/2022/3669065>
- Artatanaya, G. L. S., Supiatni, N. N., Kencanawati, A. M., Marhaeni, K. E., & Muderana, I. K. (2023). The effect of perceived organizational support to employee's organizational commitment. *International Research Journal of Management, IT & Social Sciences*, 10(2), 101-109. <https://doi.org/10.21744/irjmis.v10n2.2290>
- Gayen, P., & Sen, S. (2021). Prevalence of anxiety, depression and stress among postgraduate students during COVID-19 situation: A study on postgraduate students. *International Journal for Innovative Research in Multidisciplinary Field*, 7(9), 172- 178.
- Gayen, P., Sen, S., & Adhikari, A. (2023). Relationship between organizational climate and institutional commitment of secondary school teachers of West Bengal. *International Journal of Scientific Research and Engineering Development*, 6(3), 426-436.
- Gorain, S. C., Adhikari, A., Saha, B., & Sen, S. (2021). A study on internet dependency, social isolation and personality using Mahalanobis distance. *EPRA International Journal of Research and Development (IJRD)*, 6(9) 179- 184. <https://doi.org/10.36713/epra8471>
- Gorain, S. C., Mondal, A., Ansary, K., & Saha, B. (2018). Social isolation in relation to internet usage and stream of study of under graduate students. *American Journal of Educational Research*, 6(4), 361-364. doi:10.12691/education-6-4-10
- Gorain, S. C., Saha, B., Maji, S., & Sen, S. (2022). A study on relationship and cluster analysis among internet dependency, social isolation and personality. *International Journal of Research Publication and Reviews*, 3(1), 884-888.
- Kirti, & Saini, M. (2019). Review of literature on organizational climate and its dimensions. *International Journal of Research in Social Sciences*, 9[2(1)], 499-509.
- Mahato, A., Gayen, P., & Mahato, R. (2023a). Relationship between cognitive failure and internet addiction of higher secondary students of Purulia district of West Bengal: A study. *Innovare Journal of Education*, 11(3), 15-19.
- Mahato, D., Gayen, P., & Mahato, R. C. (2023b). Relationship between academic resilience and internet addiction of undergraduate students of

- Purulia district of West Bengal: A study. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 9(3), 103-106. <https://doi.org/10.36713/epra12603>
17. Mahato, M., Gayen, P., & Mahato, R. C. (2023c). Relationship between self-efficacy and m-learning of undergraduate students of Purulia district of West Bengal. *International Journal of Research Publication and Reviews*, 4(4), 3219-3222.
 18. Mahato, R. C. & Sen, S. (2023). Relationship among contexts knowledge (CK1), technological pedagogical content knowledge (TPCK) and attitude towards creative teaching for pre-service trainee teachers: A study on Mathematics method subject. *International Journal of Creative Research Thoughts*, 11(4), d301-d314.
 19. Mahato, R. C., & Sen, S. (2021). Application of Mahalanobis distance to determine the dynamical nature of academic stress, self-efficacy in mathematics and anxiety in Mathematics. *International Journal of Advances in Engineering and Management (IJAEM)*, 3(5), 1398-1401.
 20. Mohanta, R., & Saha, B. (2022). A conceptual delving into organisational climate in school education. *IAR Journal of Humanities and Social Science*, 3(2), 11-15.
 21. Mohanta, R., Adhikari, A., Pal, I., & Sen, S. (2023). Introspecting institutional commitment using cluster analysis. *International Research Journal of Education and Technology*, 5(4), 198-217.
 22. Mohanta, R., Gayen, P., Pal, I., Mahato, R. C., & Sen, S. (2023a). Comparison among different dimensions of organisational climate of secondary school teachers of West Bengal by Mahalanobis distance. *EPRA International Journal of Research and Development (IJRD)*, 8(4), 129-133. DOI: <https://doi.org/10.36713/epra2016>
 23. Mohanta, R., Gayen, P., Pal, I., Sutradhar, A., & Sen, S. (2023). Comparison among different dimensions of institutional commitment of secondary school teachers of West Bengal by Mahalanobis distance. *International Research Journal of Modernization in Engineering Technology and Science*, 5(4), 4088-4093.
 24. Mohanta, R., Sen, S., Adhikari, A., & Pal, I. (2023). Perceptual environment: A study on organisational climate using cluster analysis. *International Journal of Research Publication and Review*, 4(4), 1336-1346.
 25. Mondal, A., Ansary, K., Gorain, S. C., & Saha, B. (2018). Internet affinity in relation to personality and gender. *American International Journal of Research in Humanities, Arts and Social Sciences*, 22(1), 11-15.
 26. Nahak, M., & Ellitan, L. (2022). Organizational commitment and organizational sustainability. *International Journal of Trend in Scientific Research and Development (IJTSRD)*, 6(4), 604-609.
 27. Ranawaka, N., Abeysekera, N., Nanayakkara, R., & Abeysekera, C. (2022). Factors affecting organizational commitment of employees of base hospital Wellawaya. *Proceedings of 1st International Conference on Management and Entrepreneurship*, 441-481.
 28. Saha, B., Sen, S & Adhikari, A. (2021). Analysis of attitude towards yoga among college students using clustering techniques. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 7(9), 308-314. DOI: <https://doi.org/10.36713/epra8552>
 29. Sen, S., & Pal, I. (2020). Mahalanobis distance: A study on achievement of Science and Mathematics. *International Journal of Creative Research Thoughts*, 8(7), 2542-2547.
 30. Sen, S., Adhikari, A., Ansary, K., Roy, S. & Pal, I. (2023). Clustering technique for analyzing leadership style of the head of the institutions. *International Journal of Advanced Research in Science, Communication and Technology (IJARSCT)*, 3(3), 220-228.
 31. Sen, S., Gayen, P., Pal, I., Sutradhar, A., Ansary, K., Mahato, R. C., & Adhikari, A. (2023). Comparison among different leadership styles of head of the institution of West Bengal by Mahalanobis distance. *International Research Journal of Modernization in Engineering Technology and Science*, 5(4), 5005-5010.
 32. Sutradhar, A., & Sen, S. (2022a). Effect of different dimensions of emotional maturity on academic achievement of B.Ed. trainees—A study. *International Journal of Research Publication and Reviews*, 3(11), 1237-1247. <https://doi.org/10.55248/gengpi.2022.3.11.13>
 33. Sutradhar, A., & Sen, S. (2022b). Emotional maturity and study habits of B.Ed. trainees—A correlational study. *International Journal of Multidisciplinary Research and Development*, 9(12), 77-83.