

## **PERCEIVED ORGANIZATIONAL CLIMATE AND JOB MOTIVATION AS PREDICTORS OF TEACHERS' ATTITUDE TO WORK**

**Samuel E. Oladipo**

Tai Solarin University of Education

**Correspondence:** Samuel E. Oladipo (PhD) Department of Counselling Psychology, College of Applied Education and Vocational Technology, Tai Solarin University of Education, PMB 2118 Ijagun, Ogun State, Nigeria. E-mail: kingola2001@yahoo.com Phone: +2348053480182.

### **ABSTRACT**

There is a vacuum in literature regarding how organizational climate and job motivation affect public secondary school teachers' attitude to work. This study, therefore, examined organizational climate and job motivation as predictors of work attitude among 250, randomly selected public secondary school teachers in a South-Western State of Nigeria. The sample was made up of 129 males and 121 females. Results showed that perceived organizational climate had a significant positive relationship with teachers' work attitude. However, job motivation was not significantly related with work attitude. The results of the regression analysis indicated that perceived organizational climate positively predicted teachers' attitude to work. However, work motivation did not predict teacher' attitude to work. Similarly, job motivation and organizational climate did not jointly predict teachers' attitude to work. Conclusively, organizational climate and job motivation are important factors to be considered in influencing a positive attitude to work among public secondary school teachers. Therefore, efforts must be geared towards the provision of favourable organizational climate where no favoritism will be perceived and where outstanding achievements among teachers will be recognized and adequately rewarded.

*Keywords:* Organizational climate, motivation, teachers, attitude

### **INTRODUCTION**

Attitude has been defined "as a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions" (Richardson, 1996). It also without saying that, different individuals have different mental dispositions (e.g. experiences, beliefs, desires, hopes, likes and dislikes, and intentions),

which form the essential components of their attitudes (Bain & Ken, 2004).

Attitude has been recognized as a strong component in human personality and in any profession (including teaching); negative or positive attitude affects the performance and the degree of realization of the goals (Ball & Lampert, 1999; Bhalla et al., 2002). In the light of the foregoing, teaching is a

professional field; and teachers' beliefs, experiences, and perceptions have deeper influence upon their teaching practices as well as their attitude towards their profession.

Teachers are an essential determining factor in the process of education and it is only logical to assert that positive attitude of teachers towards their profession will define the parameters of teaching and learning. In other words, teachers with positive attitude would most likely contribute more competently to the process of education of the students than teachers with negative attitude (Brown & Richard, 2008). Teaching, as a profession, has been referred to as an art and the quality of the output of every teacher (i.e. teaching) depends mainly on the passion, dedication and devotion of such a teacher towards his duty (Bhalla, Jajoo & Kalantri, 2002). At any level of teaching, the quality of the teaching programme is directly proportional to the quality of its teachers. Thus, the importance of teachers in the realization of educational goals and national development of any nation cannot be over emphasized.

Brown et al. (2008) asserted that, professional attitude is a significant predictor of good teaching practices and teachers with positive attitude towards teaching are able to teach effectively and they manage the process of teaching and learning competently. These researchers were also quick to point out that, there are several contextual and dispositional factors that can predict the kind of attitude a teacher puts up. Some of these factors have been identified as individual personality make-up, locus

of control, organizational climate, motivation etc.

However, a gap is noticeable in literature, in the sense that, it is not known how the factors of organizational climate and job motivation have affected the attitude of public secondary school teachers within the Nigerian context. The purpose of this study, therefore, was to investigate the predictive strength of organizational climate and job motivation on attitude of public secondary school teachers to work.

The present study will not only bridge the gap in literature, but also inform policy reformulation in order to motivate public secondary school teachers to exhibit better attitude to work. It will also form a primary date for further studies on the issue of teachers' attitude to work.

Organizational climate, in this study, refers to a set of measurable properties of the work environment that are perceived by the workers as influencing and motivating their work behaviour. It includes management or leadership styles, participation in decision making, provision of challenging jobs to employees, reduction of boredom and frustration, provision of benefits, personnel policies, and provision of good working conditions and suitable career ladder.

Motivation on the other hand has been defined as the psychological process that gives behavior purpose and direction (Kreitner, 1995); a predisposition to behave in a purposive manner to achieve specific, unmet needs (Buford, Bedeian & Lindner, 1995); an internal drive to satisfy an unsatisfied need (Tracy, 2000); and the

will to achieve (Bedeian, 1993). For the purpose of this study, job motivation is defined as the job force within the organization or job environment that have been consciously put in place in order to drive individuals to accomplish personal and organizational goals.

The need for teacher motivation cannot be overemphasized. Smith (1994) asserted that motivated employees (including teachers) help organizations survive. Previous research has confirmed (Scott, Sperling, McMullen & Wallace, 2003) that effective reward programs contribute to overall organization effectiveness and that an organization's rewards structures, motivational programs and policies influence employees' engagement and commitment to the organization. The converse can be true as well; ineffective reward programs can cause damage to organization effectiveness (Scott et al., 2003). School principals therefore need to understand what motivates employees within the context of the roles they perform in order to be able to provide the necessary school climate that will produce the needed motivation for teachers.

Organizational climate and job motivation are very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills as the veritable determinants of educational success and performance (Filak & Sheldon, 2003). Perception of an un-conducive organizational climate by the employees (teachers in this case) can lead to a decrease in the workforce productivity, organizational commitment and

commitment to the job (Santhapparaj, Srini & Ling, 2005; Payne & Morrison, 2002).

Motivation to work is very essential in the lives of teachers because it is directly linked to organization profits and the more motivated the employees are, the more differentiated and successful to the organization (Ayeni, 2005). Teacher motivation therefore is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work and invariably bring greater benefit to both students, their parents and other stakeholders.

### **Theoretical Framework**

Maslow's (1943) theory of motivation formed the theoretical foundation for the study. Maslow's propositions are that man is a wanting being, i.e. his wants are growing continuously even when some wants are satisfied. These diversified human needs are of varied nature and can be arranged in a hierarchy of importance progressing from a lower to a higher order of needs. Since needs have a definite hierarchy of importance according to Maslow; as soon as needs on a lower level (physiological needs) are fulfilled, those on the next level will emerge and demand satisfaction.

There are other needs (security / safety, social, esteem and self-actualization which influence behavior of people (employees) to work. This is the basic feature of Maslow's need hierarchy. Attention to all human needs is essential for motivation of employees. Attention to the provision

of 'bread' (i.e. physiological needs) alone is not adequate for motivating employees. 'Bread' can act as motivating factor when there is no 'bread', but when it is available, its use as motivator comes to an end and other motivators (e.g. security of job, social status, etc.) will have to be introduced for motivating employees. Attention to other needs such as security needs, social needs, esteem needs and self-actualization needs is equally important and essential for the motivation of different categories of employees.

In applying this theory to teachers' motivation, school managements should, therefore, aim at making adequate provision for constant motivation of teachers such that once a need at a particular level is met, the reward system would be such that a motivator towards the next level of need would be introduced. All of these could be built into the organization climate as well as the job motivation plans for teachers with the hope that it will have significant positive effect on their attitude to work.

### **Literature Review**

The reports of researchers (e.g. Lindell & Brandt, 2000; Schneider, Salvaggio & Subirats, 2002) have shown that although members of an organization (in this case, teachers) may have similar perceptions and beliefs. The variance among their perceptions about their organizations may exist; and this variance provides meaningful information about the strength of the organization's climate. Strength of climate is important because it has been shown to relate to

such important organizational outcomes as consistency of customer reports of customer service quality (Schneider et al., 2002; Lindell & Brandt, 2000; Colquitt, Noe & Jackson, 2002). Again, Gonzalez-Roma, Peiro and Tordera (2002) found that strength of climate for innovation moderated the relationship between climate level and organizational commitment.

Together, these findings suggest that, in organizations with stronger climates, consensus among members regarding how the organization operates ultimately enhances the relationship between climate level and outcomes by leading to greater consistency and continuity of member behavior. Practically speaking, when organizational climates are strong, members have a similar understanding of the norms, practices, and expectations associated with climates relating to areas such as safety, service, ethics, and the likelihood of manifesting the right attitude to work would be higher. Sturman, Cheramine and Cashon (2005) emphasized the importance of work characteristics such as organizational climate and job motivation, in examining the stability of performance overtime.

Mueller (2006) observed and noted that a person's attitude to work can define such an individual as reliable, competent and intelligent or as someone who is unreliable. People with negative attitude, will find that their co-workers do not always want to be associated with them, advice or help them. The reason for this is because people don't want negativity to influence their positive behaviour.

Apparently, there is a dearth of literature on teachers' attitude to work and the influence of perceived organizational climate and job motivation, hence the need for this study.

### Hypotheses

1. There will be significant positive relationships of organizational climate and job motivation with teachers' attitude to work.
2. Organizational climate will significantly predict teachers' attitude to work.
3. Job motivation will significantly predict teachers' attitude to work.
4. Organizational climate and job motivation will have a significant joint influence on teachers' attitude to work.

## METHODS

### Design and Participants

The study adopted a cross sectional survey design. Participants in the study were 250 public secondary school teachers who were conveniently sampled from 15 public secondary schools in a state in Western Nigeria. The secondary schools were however, randomly selected from the list of secondary schools that were in the state where the study was carried out. Participants' ages ranged between 25 – 60 years ( $M = 35.42$ ;  $SD = .92$ ). Sample distribution revealed that 129 (51.6%) were males and 121 (48.4%) were females. Categorization according to religious affiliation indicated that 172 (68.8%) were Christians; 76 (30.4%) were Muslims; 1 (0.4%)

practiced traditional religion; and 1 (0.4%) belonged to other forms of religion.

### Measures

*Organizational Climate Inventory* (Stern, 1967) was adapted for the purpose of this study to assess the participants' level of perceived organizational climate. It was a 30-item inventory rated on a 4-point scale (rarely occurs =1; frequently occurs = 4). A mean score and scores that are below the mean indicate negative organizational climate, while a score above the mean indicate positive organizational climate. The author reported a reliability coefficient of .94 for the scale. But for this study reliability co-efficient of .73 was established.

*Work Motivation Inventory* was developed by Hall and Williams (1967) to measure the extent to which employees felt motivated on their job. The 40-item scale was rated on a 4-point scale (rarely or none of the time = 1; a good part of the time = 4). All items in the scale were summed up to get composite scores. Participants who scored above the means were interpreted as having high motivation, while participants who had mean score and below were interpreted as having low motivation. The authors reported a reliability coefficient of .70, but a reliability co-efficient of .65 was established for this study.

*Employees' Attitude Survey*, developed by Van der Linder (2006), was used to measure how employees felt about their job. It was a 20-item scale rated

on a 5-point scale (Strongly Agree = 1; Strongly Disagree = 5). All items in the scale were summed up to get composite scores. Participants who scored above the mean were interpreted as having positive attitude to work, while participants who had mean score and below were interpreted as having negative attitude to work. The author reported a reliability coefficient of .97 for the scale, but for this study a reliability coefficient of .78 was established.

### Procedure

After a random selection of the public secondary schools from which the sample was drawn, the researcher approached each of the school principals to seek for permission to carry out the study in their schools. All of the principals that were approached obliged and created an opportunity to speak with the teachers after the morning assembly. This ‘familiarization tour’ lasted two weeks. At the end of the ‘tour’, the research instrument was given to those teachers who agreed to participate in the study. The questionnaires were collected back on

an agreed date. The administration and collection was done within three weeks. At the end of the exercise, out of the 350 questionnaires that were distributed among the 15 secondary schools, 310 were retrieved. Out of the 310 questionnaires retrieved, 250 were found good enough for analysis. 21 were not completely filled, 27 were mutilated and 12 were not filled. The entire study was conducted within 8 weeks.

### Data Analysis

Pearson Correlation test was used to test hypothesis 1. To test hypotheses 2 to 4, a multiple regression analysis was conducted.

## RESULTS

Three hypotheses were tested in the study. Table 1 shows the summary of the results of analysis of the first hypothesis and it shows the relationship between organizational climate, job motivation and employees attitude to work, using the Pearson product moment correlation.

**Table 1: Summary of Results Showing the Relationship between Organizational Climate, Job motivation and Employees’ Attitude to Work**

Variables	<i>N</i>	<i>M</i>	<i>SD</i>	1	2	3
1. Organizational climate	250	77.52	9.04	-		
2. Job motivation	250	104.55	13.10	.70**	-	
3. Employees’ attitude to work	250	35.46	7.10	.26**	.12	-

**Note:** \*  $p < .05$  \*\*  $p < .001$ .  $N = 250$ .

The first hypothesis stated that there will be significant positive

relationship among organizational climate, job motivation and workplace

attitude. Table 1 shows that organizational climate and job motivation had a significant positive relationship [ $r(248) = .70, p < .001$ ], Organizational climate and workplace attitude also had a significant positive correlation [ $r(248) = .26, p < .01$ ].

However, the relationship between employees' attitude to work and

their level of job motivation was not significant [ $r(248) = .12, p > .05$ ]. This means that for the related variables, an increase in one led to an increase in the other. Therefore, hypothesis 1 is partially accepted since not all the variables are significantly correlated. Table two shows the result of analysis for the second hypothesis.

**Table 2: Summary of Regression on Teachers' Attitude to Work**

Predictors	$\beta$	$R$	$R^2$	$F$
Organizational climate	.26**	.15	.01	17.51**
Job motivation	.12			

Note: \*\*  $p < .01$ .  $N = 250$ .

The results presented in Table 2 show that organizational climate was a significant predictor of teachers' attitude to work. This implies that organizational climate predicted attitude to work ( $\beta = .26, p < .01$ ). This result confirmed hypothesis 2. Job motivation did not predict teachers' attitude to work ( $\beta = .12, p > .05$ ). Hypothesis 3 was, therefore, not confirmed by the results in Table 2. Organizational climate and job motivation did not have significant joint influence on attitude to work ( $\beta = .15, p > .05$ ). This means that job motivation and organizational climate did not exert a significant joint influence on secondary school teachers' attitude work. Therefore, hypothesis 4 was rejected.

## DISCUSSION

The main objective of this study was to investigate organizational climate and job motivation as predic-

tors of attitude to work of public secondary school teachers in one of the Western states of Nigeria. Four hypotheses were tested and the results are discussed in this section.

The first hypothesis which states that there will be a significant positive relationship among organizational climate, job motivation and teachers' attitude to work was confirmed, a significant positive relationship existed between these variables (except between work attitude and work motivation). It thus follows that each of these variables has significant relationship and can influence one another. This finding is in line with the work of Stoke (2004) who reported that there is a correlation between organizational climate, workers motivation and employees' attitude of employees to work. Stoke (2004) went further to explain that the attitude of an employee towards the organization and members of the organization depends on how happy he or she is in that organization and the rate at which he is

being rewarded for his efforts. Therefore, the deduction is that, the more teachers perceive a favorable organizational climate and sufficient motivation, the more they display better attitude to work.

The second hypothesis which states that organizational climate will significantly predict employees' attitude to work was confirmed i.e. the more teachers perceive a conducive working environment, the better their attitude towards their work. This finding is in line with the findings of Peek (2003) and Allen (2003) who reported that employees' attitude to work is significantly influenced by the organizational climate. Especially, when employees perceive that the organizational climate is favorable. This seems logical in the sense that when an individual perceives that all (or most) of the things he needs in the working environment are available, the probability is higher that such an individual will be motivated to work. The contrary will be the case if the environment is perceived as not conducive. Nobody would like to work in an environment where things are not working, where one has to struggle to get whatever one needs to work with or where sometimes those tools to work with are not even available.

The third hypothesis which stated that job motivation will significantly predict teachers' attitude to work was not confirmed. The fourth hypothesis expected a significant influence of perceived organizational climate on teachers' work attitude was also rejected. Though there is a dearth of literature in this area, it is only

logical to explain that, when workers perceive a positive organizational climate and sufficient work motivation, the possibility of manifesting positive attitude to work will most likely be higher and the truth is also the case in the opposite.

## CONCLUSION

The result of this study showed that there is a significant relationship between organizational climate, job motivation and teachers' attitude to work. Organizational climate work motivation significantly jointly predicted public secondary schools' teachers' attitude to work. It is therefore recommended that in order to elicit positive attitude to work among secondary school teacher, school principals should begin to repackage their school environment and also create more motivation for teachers. It needs to be mentioned however that a major limitation of this present study is the dearth of literature on the subject of investigation. Future research could therefore be focused on this research area.

## REFERENCES

- Allen, D. K. (2003). Organizational climate and strategic change in higher education: Organizational insecurity. *Higher Education, 46(1)*, 6192 - 6209.
- Ayeni, A. J. (2005). The effect of principal's leadership styles on motivation of teachers for job performance in secondary schools in Akure South Local Government.

- Unpublished Masters' Thesis, Obafemi Awolowo University, Ile-Ife.
- Bain, K. (2004). *What the best college teachers do*. Cambridge: Harvard University Press.
- Ball, D. B., & Lampert, M. (1999). *Multiples of learning issues in education research: Problems and possibilities*. New York: Jossey-Bass.
- Bedeian, A. G. (1993). *Management* (3<sup>rd</sup> edn.). New York: Dryden Press.
- Bhalla, A., Jajoo, U. N., & Kalantri, S. P. (2002). Attitude of teachers towards teaching. *Journal of Association of India Physicians, 50*, 1405 – 1408.
- Brown, J. S., & Richard, A. (2008). Minds on fire: Open education, the long tail, and learning. *Educational Review*. Retrieved on 30 July, 2013 from <http://net.educause.edu/ir/library/pdf/ERM0811.pdf>
- Buford, J. A., Jr., Bedeian, A. G., & Lindner, J. R. (1995). *Management in extension* (3<sup>rd</sup> edn.). Columbus, Ohio: Ohio State University Extension.
- Colquitt, J. A., Noe, R. A., & Jackson, C. L. (2002). Justice in teams: Antecedents and consequences of procedural justice climate. *Personnel Psychology, 55*, 83 – 109.
- Filak, B., & Sheldon, M. (2003) Student psychological need satisfaction and college teacher-course evaluations. *Educational Psychology, 23*, 235 - 247.
- Gonzalez-Roma, V., Peiro, J. M., & Tordera, N. (2002). An examination of the antecedents and moderator influences of climate strength. *Journal of Applied Psychology, 87*, 465 – 473.
- Kreitner, R. (1995). *Management* (6<sup>th</sup> edn.). Boston: Houghton Mifflin Company.
- Lindell, M. K., & Brandt, C. J. (2000). Climate quality and climate consensus as mediators of the relationship between organizational antecedents and outcomes. *Journal of Applied Psychology, 85*, 331 – 348.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, 370* - 396.
- Payne, R. L., & Morrison, D. L. (2002). The differential effects of negative affectivity on measures of well-being versus job satisfaction and organizational commitment. *Anxiety Stress and Coping, 15*, 231 - 244.
- Peek, R. C. (2003). The relationship between organizational climate and job satisfaction as reported by institutional research staff at Florida community colleges. Unpublished PhD Dissertation, University of Florida.
- Richardson, V. (1999). Teacher education and the construction of meaning. In G. Griffin (Ed.), *The education of teachers* (pp.145 - 166). Chicago: The University of Chicago Press.
- Schneider, B., Macey, W. H., Barbera, K. M., & Martin, N. (2009). Driving customer satisfaction and financial success through employee engagement. *People and Strategy, 32*(2), 22 - 27.
- Scott, D., Sperling, R. S., McMullen T. D., & Bowbin, B. (2008). A study of pay communications: Methods for the improvement of employee

- understanding. *World at Work Journal*, 17(3), 6 - 20.
- Smith, G. P. (1994). Motivation. In W. Tracey (Ed.), *Human resources management and development handbook* (2<sup>nd</sup> edn.).
- Sturman, M. C., Cheramie, R. A., & Cashen, L. H. (2005). The impact of job complexity and performance measurement on the temporal consistency, stability and test-retest reliability of employee job performance rating. *Journal of Applied Psychology*, 90, 269 – 283.
- Tracey, W. (2000). Intrinsic motivation. *Teachers Net Gazette*, 1(6), 10 – 17.