

Relationship between Organizational Climate and Institutional Commitment of Secondary School Teachers of West Bengal

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Abstract:

Organisational climate and Institutional Commitment are the two vital aspect of any organization that decide the progress of that organization. The present study aims to find out the relationships among the different dimensions of Organizational Climate and Institutional Commitment of secondary level school teachers of West Bengal. It is a descriptive survey type research. Data for the study have been collected from 400 secondary level school teachers of West Bengal using stratified random sampling technique. The data was analysed using appropriate descriptive statistics like mean, standard deviation, coefficient of correlation in SPSS Version 26.0. The result revealed that there are significant relationships among six different dimensions of Organizational Climate (Employees’ Perception of Autonomy, Trust on Manager, Team Work, Reward and Recognition, Employees’ Perception towards Fairness and Employees’ Perception towards Organizational Support) and four different dimensions of Institutional Commitment (Affective Commitment, Professional Commitment, Commitment to the Learner and Academic Commitment) of secondary level school teachers of West Bengal.

Keywords —Organizational Climate, Institutional Commitment, Employees’ Perception of Autonomy, Trust on Manager, Team Work, Reward and Recognition, Employees’ Perception towards Fairness, Employees’ Perception towards Organizational Support, Affective Commitment, Professional Commitment, Commitment to the Learner, Academic Commitment.

I. INTRODUCTION

Organisational climate is a collection of quantifiable workplace characteristics that employees might directly or indirectly experience and which are thought to affect their motivation and conduct (Litwin& Stringer, 1968). On the other hand Institutional Commitment is an emotional, partisan engagement to the organization's goals and ideals that goes beyond its strictly functional purpose (Buchanan, 1974).The present study aims to find out the relationships among the different

dimensions of Organizational Climate and Institutional Commitment of secondary level school teachers of West Bengal using coefficient of correlation. In recent years use of coefficient of correlation in educational research has become a common phenomenon. Several studies has already been done using coefficient of correlation, such as Mahato and Sen(2023), Mahato, Gayen and Mahato (2023a),Mahato, Gayenand Mahato(2023b), Mahato, Gayen and Mahato (2023c), Gayen and Sen (2021), Gorain et al. (2018), Mondal et al. (2018), Sutradhar and Sen (2022a), Sutradhar and

Sen (2022b), Sutradhar et al. (2023) etc. Another important aspect in the field of educational research is Mahalanobis distance. Several studies have already been done using Mahalanobis distance in the field of educational research, such as Adhikari (2023), Mohanta et al. (2023a), Mohanta et al. (2023b), Sen et al. (2023), Ahmed et al. (2022a), Ahmed et al. (2022b), Ahmed et al. (2021), Gorain et al. (2021), Mahato and Sen (2021), Ahmed et al. (2020), Sen and Pal (2020) etc. Cluster analysis is another important recent aspect in the field of educational research. Several studies have been observed in educational research using cluster analysis, such as Gorain et al. (2022), Mohanta et al. (2023), Saha, Sen and Adhikari (2021), Sen et al. (2023), Adhikari et al. (2023) etc.

II. LITERATURE REVIEW

A. Review on Organizational Climate

Mohanta et al. (2023) conducted a study on different dimensions of Organizational Climate of secondary school teachers of West Bengal and found no significant relationship among the dynamical nature of six different dimensions of Organizational Climate. Mohanta et al. (2023) made a study on Organizational Climate and found that according on the instructors' perceptions of the institutional climate, four clusters are identified. Rural male instructors react to the institutional milieu similarly to urban male teachers. Additionally, it has been found that rural-based female teachers react similarly to the institutional climate. Feelings on the institutional climate vary by gender for all institutions that are situated in rural areas. For institutions in urban settings, similar conclusions have been discovered. Mohanta and Saha (2022) performed a study on “A Conceptual Delving into Organizational Climate in School Education” to explain and identify trends in the numerous studies and methodologies used to look into school climate and student results. It is a critical assessment of the function institutional climate plays in establishing a value. Reetu et al. (2020) found that organisational climate had a significant relationship with organisational effectiveness and job satisfaction, contrary to the

findings of a study on organisational climate by Beri et al. (2020), which found no significant differences between academic optimism and organisational climate. According to Atallah Salah & Al-Attili (2019), there is a high correlation between organisational climate factors such organisational structure, use of technology, business type, communication, employee participation, and employee performance inside the organisation. In his research, Berberoglu (2018) found that organisational climate was considerably positively connected with organisational commitment and perceived organisational effectiveness. In their study, Moslehpour et al. (2018) came to the conclusion that the relationship between work style and organisational climate and job satisfaction is mediated by leadership style.

B. Review on Institutional Commitment

Mohanta et al. (2023) conducted a study on Institutional Commitment and found that when four dependent variables, four different dimensions of Institutional Commitment i.e. Affective Commitment, Professional Commitment, Commitment to the Learner, and Academic Commitment, were gathered as a branch, there was no discernible change in the dynamic nature of the dichotomous groupings. Mohanta et al. (2023) directed a study on Institutional Commitment and found that in order to advance specific ideas about the institutional climate, the clusters produced during the research work showed a tendency to group themselves into female (rural institutions), female (urban institutions), male (rural institutions), and male (urban institutions). In her study on Institutional Commitment, Remya (2021) discovered that, in contrast to government-aided and unaided school instructors, government school teachers were extremely enamoured with their position and gave their institution the least consideration. The results of a study by Horta et al. (2019) showed that Hong Kong's competitive workplace culture only served to strengthen teachers' Institutional Commitment to their university through difficult jobs. However, stress brought on by pressure to find outside funding and excessive administrative work reduced the teachers'

institutional loyalty to their university. In her research on Institutional Commitment for creating inclusive excellence, Marshall (2019) found that there are differences amongst institutions. Rani (2019) conducted a study and discovered that whereas 80 college professors had a low level of devotion, 170 had a high level of professional dedication. The gratifying and encouraging academic environment was distantly tied to the professional dedication of college educators. Goal achievement was closely related to college instructors' commitment to their professions. Last but not least, organisational involvement had a big impact on how committed college instructors were to their employment. According to a survey conducted by Sharma (2019), the Professional Commitment levels of 50% of teacher educators were average to below average. However, novice teacher educators demonstrated a higher degree of Professional Commitment. According to Sonar's research (2019), while there was no significant gender difference in the organisational commitment CSR aspects, there was a substantial gender difference in the CSRs' service length and age. There were no discernible differences in professional dedication depending on gender or academic area (Rural and Urban), according to the findings of a study by Alam (2018). However, there were significant disparities in the level of commitment to their professions between secondary school teachers working in public and private schools. Olson College launched adult education courses, living and learning communities, Multi-Ethnic Resource Teams (MERT), and other programmes to foster diversity, according to a research by Berkhalter (2018), which also found that the staff had a strong sense of institutional community. On the other side, Wengatz College appeared to be behind in terms of the institutional community.

III. OBJECTIVES OF THE STUDY

Organizational Climate has six dimensions such as, Employees' Perception of Autonomy, Trust on Manager, Team Work, Reward and Recognition, Employees' Perception towards Fairness and Employees' Perception towards Organizational

Support. Institutional Commitment has four dimensions such as, Affective Commitment, Professional Commitment, Commitment to the Learner and Academic Commitment. For the present study, the researchers have framed following objectives:

1. To study the relationships among different dimensions of Organizational Climate and different dimensions of Institutional Commitment of secondary level school teachers of West Bengal.
2. To study the relationships among different dimensions of Organizational Climate and different dimensions of Institutional Commitment of secondary level male school teachers of West Bengal.
3. To study the relationships among different dimensions of Organizational Climate and different dimensions of Institutional Commitment of secondary level female school teachers of West Bengal.
4. To study the relationships among different dimensions of Organizational Climate and different dimensions of Institutional Commitment of secondary level urban school teachers of West Bengal.
5. To study the relationships among different dimensions of Organizational Climate and different dimensions of Institutional Commitment of secondary level rural school teachers of West Bengal.

IV. HYPOTHESES OF THE STUDY

H₀₁ There are no significant relationships among different dimensions of Organizational Climate and different dimensions of Institutional Commitment of secondary level school teachers of West Bengal.

H₀₂ There are no significant relationships among different dimensions of Organizational Climate and different dimensions of Institutional Commitment of secondary level male school teachers of West Bengal.

H₀₃ There are no significant relationships among different dimensions of Organizational Climate and different dimensions of Institutional Commitment

of secondary level female school teachers of West Bengal.

H₀₄ There are no significant relationships among different dimensions of Organizational Climate and different dimensions of Institutional Commitment of secondary level urban school teachers of West Bengal.

H₀₅ There are no significant relationships among different dimensions of Organizational Climate and different dimensions of Institutional Commitment of secondary level rural school teachers of West Bengal.

V. METHODOLOGY OF THE STUDY

- (a) **Method:** The present study has been conducted using descriptive survey method.
- (b) **Population:** All the secondary level school teachers of West Bengal, India have been recognized as the population of the present study.
- (c) **Sample & Sampling Technique:** For the present study, data have been gathered from 400 school teachers teaching at secondary level of West Bengal, India applying stratified random sampling technique.
- (d) **Tools Used:** Organizational Climate Inventory and Institutional Commitment Inventory developed and standardised by the researchers have been used to collect the data.
- (e) **Statistics Used:** Descriptive statistics like mean, standard deviation and coefficient of correlation have been used to analyse the data in SPSS Version 26.0.

VI. RESULT AND DISCUSSION

In Table 1 to 10, following abbreviations are used to represent six different dimensions of Organizational Climate and four different dimensions of Institutional Commitment:

- 1. Autonomy= Employees’ Perception of Autonomy,
- 2. Manager= Trust on Manager,
- 3. Team= Team Work,
- 4. Reward= Reward and Recognition,

- 5. Fairness= Employees’ Perception towards Fairness
- 6. Support=Employees’ Perception towards Organizational Support
- 7. Affective= Affective Commitment
- 8. Professional= Professional Commitment
- 9. Learner= Learner Commitment
- 10. Academic= Academic Commitment

Testing of Hypothesis 1 (H₀₁):

TABLE I
 DESCRIPTIVE STATISTICS OF SIX DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE AND FOUR DIFFERENT DIMENSIONS OF INSTITUTIONAL COMMITMENT OF SECONDARY LEVEL SCHOOL TEACHERS OF WEST BENGAL

Descriptive Statistics			
	Mean	Std. Deviation	N
Autonomy	33.53	3.476	400
Manager	29.82	3.475	400
Team	33.17	2.863	400
Reward	41.26	3.610	400
Fairness	40.60	4.156	400
Support	36.61	3.125	400
Affective	54.61	5.076	400
Professional	50.08	3.890	400
Learner	41.77	3.308	400
Academic	44.78	4.040	400

TABLE II
 COEFFICIENT OF CORRELATION OF SIX DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE AND FOUR DIFFERENT DIMENSIONS OF INSTITUTIONAL COMMITMENT OF SECONDARY LEVEL SCHOOL TEACHERS OF WEST BENGAL

Correlations										
	Autonomy	Manager	Team	Reward	Fairness	Support	Affective	Professional	Learner	Academic
Autonomy	1	.189**	.235**	.542**	-.130**	.314**	.780**	.269**	.536**	-.037
Manager	.189**	1	.116*	.089	.131**	.145**	.737**	.162**	.138**	.176**
Team	.235**	.116*	1	.351**	.531**	.354**	.211**	.898**	.342**	.532**
Reward	.542**	.089	.351**	1	.068	.245**	.405**	.513**	.877**	.113*
Fairness	-.130**	.131**	.531**	.068	1	.160**	.000	.497**	.107*	.920**
Support	.314**	.145**	.354**	.245**	.160**	1	.282**	.316**	.304**	.290**
Affective	.780**	.737**	.211**	.405**	.000	.282**	1	.223**	.428**	.085

Professional												
Learner	.536**	.162**	.898**	.513**	.497**	.316**	.223**	1	.384**			
Academic	-.037	.176**	.532**	.113*	.920**	.290**	.085	.500**	.086	1		
** . Correlation is significant at the 0.01 level (2-tailed).												
* . Correlation is significant at the 0.05 level (2-tailed).												

From table II, it is found that Employees' Perception of Autonomy is related to Trust on Manager, Team Work, Reward and Recognition, Employees' Perception towards Fairness, Employees' Perception towards Organizational Support, Affective Commitment, Professional Commitment and Commitment to the Learner of secondary level school teachers of West Bengal. Trust on Manager is related to Team Work, Employees' Perception towards Fairness, Employees' Perception towards Organizational Support, Affective Commitment, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level school teachers of West Bengal. Team Work is related to Reward and Recognition, Employees' Perception towards Fairness, Employees' Perception towards Organizational Support, Affective Commitment, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level school teachers of West Bengal. Reward and Recognition is related to Employees' Perception towards Organizational Support, Affective Commitment, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level school teachers of West Bengal. Employees' Perception towards Fairness is related to Employees' Perception towards Organizational Support, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level school teachers of West Bengal. Employees' Perception towards Organizational Support is related to Affective Commitment, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level school teachers of West Bengal. Affective Commitment is related to Professional Commitment and Commitment to the

Learner of secondary level school teachers of West Bengal. Professional Commitment is related to Commitment to the Learner and Academic Commitment of secondary level school teachers of West Bengal.

There are 45 relationships and among them 39 relationships are significant. Thus, the null hypotheses (H_{01}) "There are no significant relationships among different dimensions of Organizational Climate and different dimensions of Institutional Commitment of secondary level school teachers of West Bengal" is **rejected**. So, result revealed that there are significant relationships among different dimensions of Organizational Climate and different dimensions of Institutional Commitment of secondary level school teachers of West Bengal.

Testing of Hypothesis 2 (H_{02}):

TABLE III
DESCRIPTIVE STATISTICS OF SIX DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE AND FOUR DIFFERENT DIMENSIONS OF INSTITUTIONAL COMMITMENT OF SECONDARY LEVEL MALE SCHOOL TEACHERS OF WEST BENGAL

Descriptive Statistics			
	Mean	Std. Deviation	N
Autonomy	33.28	3.486	218
Manager	30.03	3.501	218
Team	33.10	3.031	218
Reward	41.32	3.707	218
Fairness	40.71	4.134	218
Support	36.82	3.032	218
Affective	54.61	5.267	218
Professional	49.93	4.072	218
Learner	41.78	3.354	218
Academic	44.85	4.259	218

TABLE IV
COEFFICIENT OF CORRELATION OF SIX DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE AND FOUR DIFFERENT DIMENSIONS OF INSTITUTIONAL COMMITMENT OF SECONDARY LEVEL MALE SCHOOL TEACHERS OF WEST BENGAL

Correlations										
	Autonomy	Manager	Team	Reward	Fairness	Support	Affective	Professional	Learner	Academic
Autonomy	1	.238**	.287**	.572**	.013	.378**	.789**	.319**	.581**	.107
Manager	.238**	1	.139*	.200**	.177**	.232**	.758**	.189**	.250**	.218**

Team	.287*																			
Reward	.572**	.139*	1																	
Fairness	.013	.177**	.200**	.343	1															
Support	.378*	.232*	.411*	.291*	.247*	1														
Affective	.789**	.758**	.254**	.468**	.117	.347*	1													
Professional	.319**	.189**	.892**	.529**	.476**	.389**	.259**	1												
Learner	.581*	.250*	.319*	.892**	.194*	.356**	.503**	.397*	1											
Academic	.107	.218**	.518**	.217**	.917**	.395**	.196**	.485**	.210**	1										
**. Correlation is significant at the 0.01 level (2-tailed).																				
*. Correlation is significant at the 0.05 level (2-tailed).																				

From table IV, it is found that Employees' Perception of Autonomy is related to Trust on Manager, Team Work, Reward and Recognition, Employees' Perception towards Organizational Support, Affective Commitment, Professional Commitment and Commitment to the Learner of secondary level male school teachers of West Bengal. Trust on Manager is related to Team Work, Reward and Recognition, Employees' Perception towards Fairness, Employees' Perception towards Organizational Support, Affective Commitment, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level male school teachers of West Bengal. Team Work is related to Reward and Recognition, Employees' Perception towards Fairness, Employees' Perception towards Organizational Support, Affective Commitment, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level male school teachers of West Bengal. Reward and Recognition is related to Employees' Perception towards Fairness, Employees' Perception towards Organizational Support, Affective Commitment, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level male school teachers of West Bengal. Employees' Perception towards Fairness is

related to Employees' Perception towards Organizational Support, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level male school teachers of West Bengal. Employees' Perception towards Organizational Support is related to Affective Commitment, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level male school teachers of West Bengal. Affective Commitment is related to Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level male school teachers of West Bengal. Professional Commitment is related to Commitment to the Learner and Academic Commitment of secondary level male school teachers of West Bengal. Commitment to the Learner is related to Academic Commitment of secondary level male school teachers of West Bengal.

There are 45 relationships and among them 42 relationships are significant. Thus, the null hypotheses (H₀₂) "There are no significant relationships among different dimensions of Organizational Climate and different dimensions of Institutional Commitment of secondary level male school teachers of West Bengal" is **rejected**. So, result revealed that there are significant relationships among different dimensions of Organizational Climate and different dimensions of Institutional Commitment of secondary level male school teachers of West Bengal.

Testing of Hypothesis 3 (H₀₃):

TABLE V
DESCRIPTIVE STATISTICS OF SIX DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE AND FOUR DIFFERENT DIMENSIONS OF INSTITUTIONAL COMMITMENT OF SECONDARY LEVEL FEMALE SCHOOL TEACHERS OF WEST BENGAL

Descriptive Statistics			
	Mean	Std. Deviation	N
Autonomy	33.81	3.453	182
Manager	29.56	3.436	182
Team	33.26	2.654	182
Reward	41.18	3.498	182
Fairness	40.47	4.188	182
Support	36.35	3.222	182
Affective	54.62	4.852	182

Professional	50.26	3.664	182
Learner	41.75	3.261	182
Academic	44.69	3.770	182

TABLE VI
 COEFFICIENT OF CORRELATION OF SIX DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE AND FOUR DIFFERENT DIMENSIONS OF INSTITUTIONAL COMMITMENT OF SECONDARY LEVEL FEMALE SCHOOL TEACHERS OF WEST BENGAL

Correlations		Autonomy	Manager	Team	Reward	Fairness	Support	Affective	Professional	Learner	Academic
Autonomy	1	.143	.161*	.511**	-.297**	.258**	.775**	.198**	.484**	-.229**	
Manager	.143	1	.088	-.057	.073	.035	.715**	.134	-.004	.117	
Team	.161*	.088	1	.366**	.576**	.292**	.146*	.908**	.376**	.556**	
Reward	.511*	-.057	.366*	1	-.040	.190*	.320*	.494*	.858**	-.037	
Fairness	-.297**	.073	.576**	-.040	1	.059	-.150*	.531**	.000	.929**	
Support	.258**	.035	.292**	.190*	.059	1	.205**	.235**	.245**	.159*	
Affective	.775**	.715**	.146*	.320**	-.150*	.205**	1	.171*	.328**	-.078	
Professional	.198**	.134	.908**	.494**	.531**	.235**	.171*	1	.368**	.529**	
Learner	.484**	-.004	.376**	.858**	.000	.245**	.328**	.368**	1	-.086	
Academic	-.229**	.117	.556**	-.037	.929**	.159*	-.078	.529**	-.086	1	

*. Correlation is significant at the 0.05 level (2-tailed).
 **. Correlation is significant at the 0.01 level (2-tailed).

From table VI, it is found that Employees' Perception of Autonomy is related to Team Work, Reward and Recognition, Employees' Perception towards Fairness, Employees' Perception towards Organizational Support, Affective Commitment, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level female school teachers of West Bengal. Trust on Manager is related to Affective Commitment of secondary level female school teachers of West

Bengal. Team Work is related to Reward and Recognition, Employees' Perception towards Fairness, Employees' Perception towards Organizational Support, Affective Commitment, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level female school teachers of West Bengal. Reward and Recognition is related to Employees' Perception towards Organizational Support, Affective Commitment, Professional Commitment and Commitment to the Learner of secondary level female school teachers of West Bengal. Employees' Perception towards Fairness is related to Affective Commitment, Professional Commitment and Academic Commitment of secondary level female school teachers of West Bengal. Employees' Perception towards Organizational Support is related to Affective Commitment, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level female school teachers of West Bengal. Affective Commitment is related to Professional Commitment and Commitment to the Learner of secondary level female school teachers of West Bengal. Professional Commitment is related to Commitment to the Learner and Academic Commitment of secondary level female school teachers of West Bengal.

There are 45 relationships and among them 29 relationships are significant. Thus, the null hypotheses (H₀₃) "There are no significant relationships among different dimensions of Organizational Climate and different dimensions of Institutional Commitment of secondary level female school teachers of West Bengal" is **rejected**. So, result revealed that there are significant relationships among different dimensions of Organizational Climate and different dimensions of Institutional Commitment of secondary level female school teachers of West Bengal.

Testing of Hypothesis 4 (H₀₄):

TABLE VII
 DESCRIPTIVE STATISTICS OF SIX DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE AND FOUR DIFFERENT DIMENSIONS OF INSTITUTIONAL COMMITMENT OF SECONDARY LEVEL URBAN SCHOOL TEACHERS OF WEST BENGAL

Descriptive Statistics			
	Mean	Std. Deviation	N
Autonomy	34.00	3.239	211
Manager	30.26	3.657	211
Team	33.28	2.874	211
Reward	41.25	3.673	211
Fairness	40.69	4.469	211
Support	37.02	3.440	211
Affective	55.45	5.056	211
Professional	50.23	3.851	211
Learner	41.73	3.498	211
Academic	45.06	4.141	211

TABLE VIII
COEFFICIENT OF CORRELATION OF SIX DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE AND FOUR DIFFERENT DIMENSIONS OF INSTITUTIONAL COMMITMENT OF SECONDARY LEVEL URBAN SCHOOL TEACHERS OF WEST BENGAL

Correlations										
	Autonomy	Manager	Team	Reward	Fairness	Support	Affective	Professional	Learner	Academic
Autonomy	1	.184**	.081	.465**	-.241**	.268**	.752**	.089	.438**	-.174*
Manager	.184**	1	.097	.127	.123	.084	.767**	.194**	.123	.132
Team	.081	.097	1	.349*	.558*	.309*	.106	.889*	.372*	.506*
Reward	.465**	.127	.349**	1	.097	.222**	.374**	.505**	.864**	.094
Fairness	-.241**	.123	.558**	.097	1	.223**	-.072	.558**	.153	.926**
Support	.268**	.084	.309**	.222**	.223**	1	.209**	.287**	.296**	.319**
Affective	.752**	.767**	.106	.374**	-.072	.209**	1	.142*	.351**	-.031
Professional	.089	.194*	.889*	.505**	.558**	.287**	.142*	1	.379**	.518**
Learner	.438**	.123	.372**	.864**	.153	.296**	.351**	.379**	1	.066
Academic	-.174*	.132	.506**	.094	.926**	.319**	-.031	.518**	.066	1

** . Correlation is significant at the 0.01 level (2-tailed).
* . Correlation is significant at the 0.05 level (2-tailed).

From table VIII, it is found that Employees’ Perception of Autonomy is related to Trust on Manager, Reward and Recognition, Employees’ Perception towards Fairness, Employees’

Perception towards Organizational Support, Affective Commitment, Commitment to the Learner and Academic Commitment of secondary level urban school teachers of West Bengal. Trust on Manager is related to Affective Commitment and Professional Commitment of secondary level urban school teachers of West Bengal. Team Work is related to Reward and Recognition, Employees’ Perception towards Fairness, Employees’ Perception towards Organizational Support, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level urban school teachers of West Bengal. Reward and Recognition is related to Employees’ Perception towards Organizational Support, Affective Commitment, Professional Commitment and Commitment to the Learner of secondary level urban school teachers of West Bengal. Employees’ Perception towards Fairness is related to Employees’ Perception towards Organizational Support, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level urban school teachers of West Bengal. Employees’ Perception towards Organizational Support is related to Affective Commitment, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level urban school teachers of West Bengal. Affective Commitment is related to Professional Commitment and Commitment to the Learner of secondary level urban school teachers of West Bengal. Professional Commitment is related to Commitment to the Learner and Academic Commitment of secondary level urban school teachers of West Bengal.

There are 45 relationships and among them 31 relationships are significant. Thus, the null hypotheses (H_{04}) “There are no significant relationships among different dimensions of Organizational Climate and different dimensions of Institutional Commitment of secondary level urban school teachers of West Bengal” is **rejected**. So, result revealed that there are significant relationships among different dimensions of Organizational Climate and different dimensions of

Institutional Commitment of secondary level urban school teachers of West Bengal.

Academic	.084	.219**	.561**	.138	.918**	.232**	.200**	.477**	.116	1
*. Correlation is significant at the 0.05 level (2-tailed).										
**. Correlation is significant at the 0.01 level (2-tailed).										

Testing of Hypothesis 5 (H₀₅):

TABLE IX
DESCRIPTIVE STATISTICS OF SIX DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE AND FOUR DIFFERENT DIMENSIONS OF INSTITUTIONAL COMMITMENT OF SECONDARY LEVEL RURAL SCHOOL TEACHERS OF WEST BENGAL

Descriptive Statistics			
	Mean	Std. Deviation	N
Autonomy	32.99	3.658	189
Manager	29.32	3.198	189
Team	33.04	2.852	189
Reward	41.26	3.547	189
Fairness	40.49	3.784	189
Support	36.14	2.662	189
Affective	53.68	4.947	189
Professional	49.92	3.937	189
Learner	41.81	3.090	189
Academic	44.46	3.911	189

TABLE X
COEFFICIENT OF CORRELATION OF SIX DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE AND FOUR DIFFERENT DIMENSIONS OF INSTITUTIONAL COMMITMENT OF SECONDARY LEVEL RURAL SCHOOL TEACHERS OF WEST BENGAL

Correlations										
	Autonomy	Manager	Team	Reward	Fairness	Support	Affective	Professional	Learner	Academic
Autonomy	1	.163*	.383**	.637**	-.015	.352**	.801**	.439**	.670**	.084
Manager	.163*	1	.130	.041	.138	.202**	.688**	.116	.167*	.219**
Team	.383**	.130	1	.355**	.498**	.422**	.323**	.908**	.308**	.561**
Reward	.637**	.041	.355**	1	.029	.290**	.456**	.523**	.897**	.138
Fairness	-.015	.138	.498**	.029	1	.048	.089	.422**	.039	.918**
Support	.352**	.202**	.422**	.290**	.048	1	.348**	.358**	.332**	.232**
Affective	.801**	.688**	.323**	.456**	.089	.348**	1	.306**	.549**	.200**
Professional	.439**	.116	.908**	.523**	.422**	.358**	.306**	1	.394**	.477**
Learner	.670**	.167*	.308**	.897**	.039	.332**	.549**	.394**	1	.116

From table 10, it is found that Employees' Perception of Autonomy is related to Trust on Manager, Team Work, Reward and Recognition, Employees' Perception towards Organizational Support, Affective Commitment, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level rural school teachers of West Bengal. Trust on Manager is related to Employees' Perception towards Organizational Support, Affective Commitment, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level rural school teachers of West Bengal. Team Work is related to Reward and Recognition, Employees' Perception towards Fairness, Employees' Perception towards Organizational Support, Affective Commitment, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level rural school teachers of West Bengal. Reward and Recognition is related to Employees' Perception towards Organizational Support, Affective Commitment, Professional Commitment, Commitment to the Learner of secondary level rural school teachers of West Bengal. Employees' Perception towards Fairness is related to Professional Commitment and Academic Commitment of secondary level rural school teachers of West Bengal. Employees' Perception towards Organizational Support is related to Affective Commitment, Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level rural school teachers of West Bengal. Affective Commitment is related to Professional Commitment, Commitment to the Learner and Academic Commitment of secondary level rural school teachers of West Bengal. Professional Commitment is related to Commitment to the Learner and Academic Commitment of secondary level rural school teachers of West Bengal.

There are 45 relationships and among them 33 relationships are significant. Thus, the null

hypotheses (H_{05}) "There are no significant relationships among different dimensions of Organizational Climate and different dimensions of Institutional Commitment of secondary level rural school teachers of West Bengal" is **rejected**. So, result revealed that there are significant relationships among different dimensions of Organizational Climate and different dimensions of Institutional Commitment of secondary level rural school teachers of West Bengal.

VII. MAJOR FINDINGS OF THE STUDY

Significant relationships have been found among different dimensions of Organizational Climate (Employees' Perception of Autonomy, Trust on Manager, Team Work, Reward and Recognition, Employees' Perception towards Fairness and Employees' Perception towards Organizational Support) and different dimensions of Institutional Commitment (Affective Commitment, Professional Commitment, Commitment to the Learner and Academic Commitment) of secondary level school teachers of West Bengal. In terms of male, female, urban and rural teachers, significant relationships have also been observed among them

VIII. CONCLUSIONS

Organizational climate and Institutional Commitment are the two important aspect of any organization. The success of any organization depends on how good the good the Organizational Climate is and how committed the employees are to the organization. In this study, it has been found that different dimensions of Organizational Climate and Institutional Commitment have significant relationships among them.

Declaration by Authors

Acknowledgement: None

Source of Funding: None

Conflict of Interest: The authors declare no conflict of interest.

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