



**FACTORS AFFECTING ORGANIZATIONAL CLIMATE IN  
HIGHER EDUCATION INSTITUTES: AN EXPLORATORY  
STUDY OF COMMUNICATION AND ORGANIZATIONAL  
MANAGEMENT PRACTICES IN HARYANA**

**<sup>1\*</sup>Manisha, <sup>2</sup>Dr. Naveen Sirohi**

*<sup>1</sup>Research Scholar, Department of Management, Gurugram University, Gurugram,  
Email:manishayaduvanshi26@gmail.com*

*<sup>2</sup>Associate Professor, IICA, Manesar, Email:prof.sirohi@gmail.com*

*Corresponding Author: Manisha, Manishayaduvanshi26@gmail.com*

---

**Article History:**

**Received :** 2026-03-28

**Revised :** 2026-05-01

**Accepted :** 2026-05-12

**Published :** 2026-05-22

---

**Abstract**

*The organizational climate has a substantial impact on the attitudes, behaviours, and effectiveness of the academicians working in the higher education institutions. The objective of the present study was to identify the major factors affecting organizational climate among faculty members of private, government and aided colleges of Haryana. The study used an exploratory research design, and the data were primary data that were collected using a structured questionnaire. The sampling frame was the teaching faculty of the 22 districts in the state of Haryana, and 300 usable responses were received for analysis. Stratified random sampling and purposive sampling techniques were used in selecting the respondents. To identify the dimensions of organizational climate, Exploratory Factor Analysis (EFA) was performed with Principal Component Analysis (PCA) and Varimax Rotation. The Kaiser-Meyer-Olkin (KMO) value was 0.838, and the Bartlett's Test of Sphericity was significant, indicating that the data were suitable for factor analysis. Five major factors were found that accounted for 77.493% of the total variance. These factors were recognised as Participative Management, Safety and Security, Communication System, Monetary Benefits and Grievance Handling. The study finds that these dimensions play a significant role in determining the organizational climate in the educational institutions. The results can be useful to institutional administrators and policy makers in creating supportive work environments that positively impact faculty satisfaction, engagement, communication, and institutional effectiveness.*

**Keywords:** Organizational Climate, Participative Management, Communication System, Safety and Security, Monetary Benefits, Grievance Handling, etc.

## **1.Introduction**

In contemporary organisations, employees experience increasing stress at both personal and organizational levels due to rapid social, technological, economic, and managerial transformations. Employees need a flexible and supportive work environment in order to perform effectively, face competition, and adapt to organizational changes. Under these conditions, the climate within the organisation has a major influence on employee motivation, productivity, psychological health, communication behaviour, participation, and work relationships. Fostering a positive organizational climate also improves employee performance, makes organizational transitions smoother, supports quality improvement, and enhances job satisfaction. On the other hand, a negative work environment can lead to conflicts, stress, poor communication, low morale, and different mental health issues among staff. The idea of organizational climate was born in the late 1940s and has since become a significant field of organizational studies. Organizational climate is a collection of traits and features of an organisation that differ across organisations and affect employee perceptions and behaviours towards the organisation, according to Forehand and Gilmer (1964) and Jaramillo et al. (2006). From the perspective of communication and organizational management, organizational climate reflects how employees perceive leadership practices, communication systems, decision-making processes, interpersonal relationships, grievance redressal mechanisms, and managerial support within the organisation. Likewise, Kumar (2011) highlighted how the term organizational climate has turned into a key metaphor for employee management and retention in organisations.

Today's employees are very different from those of the past in terms of expectations, career goals, and career aspirations. Today's skilled employees value ongoing learning, self-development, fair treatment, transparent communication, and career advancement over long-term employment with a particular organisation. Syed Sadullah Hussainy (2019) says that if an employee feels uncomfortable, unhappy, or finds the work environment not conducive, he is likely to leave the organisation. For this reason, employers are increasingly expected to establish climates that are supportive and motivating of employee commitment and retention. Studies suggest that employees are attracted to organisations where they can work in a conducive climate involving autonomy, cohesion, trust, support, fairness, pressure management, and recognition (Mathew & Selvi, 2007). Such organizational conditions are directly linked with communication flow, employee participation, managerial openness, and the effectiveness of organizational systems. All of these can have a profound impact on employee attitudes towards their workplaces, employee satisfaction, engagement, and effectiveness.

Organisations have also been forced to rethink their environmental strategies, systems, procedures, and policies due to shifting demographic patterns and changing work expectations of today's employees (Kossivi et al., 2016). Furthermore, globalisation and strategic alliances have created a higher demand for organisations to create a strong organizational climate that can accommodate a diverse and international workforce (Prange & Mayrhofer, 2015). A number of researchers have identified several dimensions related to the development of organizational climate. According to Krisnafitriana et al. (2023), factors like autonomy, cohesion, trust, support, fairness, recognition, and work pressure are taken as determinants of organizational climate. These determinants are closely associated with organizational management practices because they shape how employees communicate, participate in decisions, raise concerns, and respond to institutional policies.

The concept of organizational climate, its dimensions, and its implications have been studied in many organizational contexts. Schneider et al. (2012) discussed the correlation of organizational climate and organizational culture; DUAN et al. (2014) summarised the theoretical views and future development of organizational climate research. Similarly, Kaliyamurthy (2016), McWinner (2020), Khan et al. (2020), Powell et al. (2021), and Monika M. Yukthamarani et al. (2013) noted that organizational climate has become increasingly important in shaping employee attitudes and affecting organizational

effectiveness and implementation practices. In the area of communication and organizational management, this importance becomes more visible because climate determines whether employees experience open communication, participative leadership, fair coordination, institutional transparency, and effective conflict resolution.

The importance of organizational climate in educational institutions is even more pronounced when it comes to the satisfaction of teachers, retention of staff, and overall effectiveness of the institution. In highly competitive educational systems, employees' perceptions of leadership, interpersonal relationships, resources, decision-making, emotional support, communication practices, and grievance handling have a strong impact on their attitudes towards work and work performance. Organizational climate refers to common perceptions of the leader, working relationships, decision-making procedures, and the emotional atmosphere of the organisation (Aldridge & Fraser, 2016). In higher education institutions, faculty members' perceptions of participative management, communication systems, safety and security, monetary fairness, and grievance handling are central to understanding how organizational climate is formed and managed. Moreover, a positive organizational climate helps to reduce work-related stress and burnout and improves employee well-being and satisfaction (Pecino et al., 2019). Therefore, the present study is aligned with the field of Communication and Organizational Management, as it explores the major organizational and communication-related factors that influence the climate experienced by academicians in higher education institutes of Haryana.

## **2. Literature Review**

### **2.1 Concept of Organizational Climate**

One of the most influential factors that shapes employees' attitude, behaviour, and organizational effectiveness is organizational climate. Climate is a perceived phenomenon for each employee, but it is a real phenomenon for the organisation in itself (Ekvall, 1987). Organizational climate is a shared perception of employees about policies, practices, leadership styles, interpersonal relationships, and working conditions in an organisation. Litwin and Stringer (1968) state that organizational climate refers to the perceptions of the employees about their responsibility, autonomy and freedom in decision-making. Motivation and satisfaction are greater when employees feel more autonomous and trusted in the organisation. Similarly, Marinova et al. (2019) and Joyce and Slocum (1984) described psychological climate as an individual employee's perception of the work climate and organizational climate as the conceptualisation of a common feeling towards organizational practices and conditions among the employees in the teaching organisation. The shared perceptions result in a work climate that affects employee satisfaction, performance, commitment, employee health, communication effectiveness, participative behaviour, and organizational coordination.

### **2.2 Organizational Climate & Job Satisfaction**

The educational institute climate characteristics of teacher–student relationships and participation in decision-making were found to positively affect teachers' self-efficacy and job satisfaction by Aldridge and Fraser (2016). Their results also indicated that perceived organizational climate is one of the significant predictors of satisfaction in the educational context. Likewise, Otrębski (2022) found a significant positive correlation between organizational climate and job satisfaction of secondary school teachers. They found that positive and supportive work environments are related to higher levels of job satisfaction and organizational commitment in teachers. In another study, Hasinda (2021) found that organizational climate is a significant and strong predictor of teachers' job satisfaction in schools. In his study, Skaalvik and Skaalvik (2011) found that facets of teaching climate have both direct and indirect effects on teacher job satisfaction via emotional exhaustion and belongingness. Similarly, Zakariya (2020) and Permarupan et al. (2013) noted that a positive and inclusive school environment positively affects teachers' self-efficacy and job satisfaction

and lowers teachers' turnover intentions. The findings were supported by the study conducted by Istiqomah et al. (2025), which found that distributed leadership, school climate and work motivation are factors that affect teachers' satisfaction. In the same way, Liu et al. (2024) found that organizational climate has an indirect influence on job satisfaction via psychological well-being in higher education institutions. Moreover, based upon the findings of Crisci et al. (2018), teacher satisfaction due to positive organizational climates is related to better employee performance and student outcomes.

The results of this study show that organizational climate is an important factor not only for the well-being of employees but also for the success of the organisation. From the perspective of communication and organizational management, job satisfaction is shaped by the extent to which employees experience transparent communication, supportive leadership, participative decision-making, fair institutional practices, and effective grievance resolution. The importance of an organisation's climate has been noted in different sectors and industries. Singh et al. (2011) and ShayesteFar and Mirheydari (2024) clarified that better climatic conditions in organisations have a positive effect on employee job satisfaction in the telecommunication industry. Likewise, Owusu-Boakye et al. (2022) found that organizational climate is another important predictor of teacher job satisfaction and institutional effectiveness. In the banking sector, Khan, Ramzan and Bhutt (2013) have concluded that organizational climate and occupational stress are significant factors that influence employee satisfaction among Islamic banking institutions. Similarly, in Pakistan, Danish, Draz, and Ali (2015) found that organizational climate has a significant effect on job satisfaction and organizational commitment of the teachers. These findings indicate that organizational climate functions as a managerial and communicative framework through which employees interpret institutional support, fairness, coordination, and workplace relationships.

### **2.3 Organizational Climate & Communication**

Organizational climate is seen to be influenced by the behaviour of the leaders and managerial support. A positive leadership approach plays a major role in helping to increase employee satisfaction, cooperation, and effectiveness in the organisation. According to Güneş et al. (2023), principals' supportive behaviours and teachers' collegial relationships are positively related to teachers' job satisfaction, while principals' commanding leadership, restrictive managerial behaviours, and indifferent attitudes of colleagues are negatively related to teachers' job satisfaction. Likewise, Sharma and Gupta (2025) stated that leadership's quality and resourcefulness are significant aspects of the organizational climate that influence employees' professional adjustment. They conclude that adequate support, clear communication and participative management practices are what help employees perform better in the organisation. The importance of participative and transformative organizational climates was also highlighted by Zikrayati et al. (2025) through research. They found that open communication, employee involvement in decision making, and teamwork have a significant impact on teachers' job satisfaction and workplace experiences. Communication is therefore a central dimension of organizational climate because it determines how information flows, how decisions are communicated, how faculty members express opinions, and how institutional concerns are addressed. In higher education institutions, effective communication systems support transparency, reduce ambiguity, strengthen coordination among faculty members, and improve trust between employees and management. Organizational management practices such as participative leadership, grievance handling, safety assurance, and fair compensation also depend on clear and reliable communication. Hence, organizational climate should not be viewed only as a psychological or satisfaction-related construct, but also as a communication-based and management-oriented construct that reflects the quality of interaction between employees and institutional authorities.

## **2.4 Research Gap**

Previous research has mainly concentrated on the correlation between organizational climate and job satisfaction, burnout, commitment, or performance, while the dimensions or factors that especially impact the organizational climate among academicians have been overlooked. Also, many studies took place in school and/or non-school environments, or in areas other than higher education, which confines the transferability of results to higher education institutions. Existing studies have also given limited attention to organizational climate as a combined communication and organizational management issue, particularly in relation to participative management, communication systems, grievance handling, safety and security, and monetary fairness. Although there are still some gaps in the field of organizational climate in HEIs. Further, few studies have investigated organizational climate among both faculty members of government, private and aided colleges, at the same time. Some literature also exists in the context of Haryana; however, very few of them are available for the whole of the state, that is, for 22 districts. Hence, in the present study, the researcher tries to bridge this gap by identifying and analysing the significant factors affecting the organizational climate among the academicians of higher education institutes of Haryana by Exploratory Factor Analysis. The study is aligned with the field of Communication and Organizational Management because it examines how institutional communication, participative decision-making, managerial support, grievance redressal, safety provisions, and compensation-related perceptions collectively shape the organizational climate of higher education institutions. The study can contribute by providing a complete picture of the dimensions of organizational climate from the faculty members of various categories of colleges. It also offers practical insights for administrators and policymakers to strengthen institutional communication systems, improve participative management, and develop more transparent and supportive organizational practices in higher education institutions.

## **3. Research Methodology**

The given research is exploratory in nature as it explores the factors of organizational climate for the academicians in higher education institutes. The study is positioned within the field of Communication and Organizational Management because it investigates faculty members' perceptions of institutional communication, participative decision-making, managerial practices, workplace support, and grievance-related systems that shape organizational climate. The sampling frame used in the current study was teaching faculty in private, government and aided colleges of 22 districts of Haryana. It was done through the preparation of a comprehensive list on a district-wise basis in order to have full representation of the population. The sample population of the teaching faculty members in these three categories comprised 9,542, which constituted the total sampling frame of the research. 400 questionnaires were sent to the faculty members, and 300 completed and usable questionnaires were included in the final analysis of data, thus making the effective sample size of the study. A mix of stratified random sampling and purposive sampling techniques was used in the selection of the respondents. The research is based on primary data, whereby the questionnaire is structured and sent to the chosen respondents. The questionnaire was designed to capture key organizational and communication-related dimensions of climate, including participative management, safety and security, communication system, monetary benefits, and grievance handling. These dimensions helped examine how communication practices and organizational management mechanisms influence the work climate experienced by academicians in higher education institutions.

## **4. Analysis and Findings**

To determine the major factors affecting organizational climate in educational institutions, Exploratory Factor Analysis (EFA) by Principal Component Analysis with Varimax Rotation was used. The analysis was conducted to identify the communication-related and

organizational management dimensions that shape faculty members’ perceptions of institutional climate in higher education institutions. The appropriateness of the data for factor analysis was checked in this study before the factor extraction using the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity. The extracted factors were examined by using the eigenvalue, percentage of variance explained, communalities and rotated component loadings. The analysis helped in grouping the variables into meaningful dimensions representing the major determinants of organizational climate among faculty members, with specific emphasis on participative management, communication systems, safety and security, monetary benefits, and grievance handling as key areas of organizational management.

**Table 4.1: KMO and Bartlett’s Test for Factors Impacting Organizational Climate**

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.838
Bartlett's Test of Sphericity	Approx. Chi-Square	4821.649
	df	231
	Sig.	.000

The KMO value is 0.838, which is high and shows a high level of sampling adequacy, indicating that the data are appropriate for factor analysis. Because the value is higher than the recommended level (0.70), the variables in the study are well correlated to be able to extract meaningful factors related to organizational climate. In addition, Bartlett's Test of Sphericity is significant ( $\chi^2 = 4821.649, p < 0.001$ ), which suggests that the correlation matrix is not a diagonal matrix and that there are significant correlations between the variables. So, the data can be used as a suitable basis for applying Principal Component Analysis to determine the perceived factors affecting the organizational climate. These results also confirm that faculty perceptions of communication, managerial participation, institutional safety, compensation practices, and grievance handling are sufficiently interrelated to be examined as organizational climate dimensions.

**Table 4.2: Total variance explained by factors impacting organizational climate**

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
	1	5.571	25.324	25.324	5.571	25.324	25.324	4.312	19.600
2	4.266	19.389	44.713	4.266	19.389	44.713	3.827	17.398	36.997
3	2.795	12.706	57.420	2.795	12.706	57.420	3.242	14.738	51.735
4	2.237	10.168	67.588	2.237	10.168	67.588	3.152	14.327	66.062
5	2.179	9.906	77.493	2.179	9.906	77.493	2.515	11.432	77.493
6	.505	2.295	79.788						
7	.454	2.062	81.851						
8	.432	1.964	83.815						
9	.382	1.736	85.551						
10	.365	1.659	87.210						
11	.351	1.596	88.806						
12	.329	1.494	90.300						
13	.313	1.422	91.722						

14	.302	1.374	93.096					
15	.271	1.234	94.329					
16	.250	1.138	95.468					
17	.203	.924	96.392					
18	.195	.887	97.279					
19	.180	.817	98.096					
20	.163	.739	98.835					
21	.130	.592	99.427					
22	.126	.573	100.000					
Extraction Method: Principal Component Analysis.								

The Total Variance Explained in the above table shows that 5 factors with eigenvalues > 1 were extracted from the analysis. All five factors account for 77.493% of the total variance and thus represent the variables associated with organizational climate well. The first factor accounts for 25.324 % of variance, the second 19.389 % of variance, the third 12.706 % of variance, the fourth 10.168 % of variance and the fifth 9.906 % of variance. The variance of the five factors is more equally distributed after a rotation, making it easier to interpret. Higher cumulative variance suggests that these dimensions extracted are good representations of the key factors affecting the organizational climate in educational institutions. The five-factor structure strongly supports the alignment of the study with Communication and Organizational Management because the extracted dimensions represent institutional participation, communication flow, safety systems, compensation fairness, and grievance mechanisms that shape managed workplace interactions.

**Table 4.3: Rotated Component Matrix and Communalities for Factors Impacting Organizational Climate**

Codes	Communalities	Component				
		1	2	3	4	5
PM2	.756	.850				
PM4	.729	.841				
PM6	.721	.841				
PM5	.708	.835				
PM3	.695	.825				
PM1	.698	.822				
SS2	.835		.897			
SS1	.777		.872			
SS3	.783		.859			
SS4	.696		.826			
SS5	.714		.821			
CS4	.839			.899		
CS2	.828			.885		
CS1	.808			.882		
CS3	.765			.851		
MB1	.817				.887	
MB3	.786				.875	
MB4	.814				.870	
MB2	.763				.851	
GH2	.842					.914
GH3	.843					.911
GH1	.831					.908

The Rotated Component Matrix revealed five main factors that affect the organizational climate. All variables had a factor loading above the acceptable range of 0.50, which means that the construct validity was good. The communalities values ranged from 0.695 to 0.843, indicating that a significant amount of variance in each variable is accounted for by the extracted factors.

Component 1 is comprised of variables PM1 - PM6, which address Participative Management, which can be interpreted as a measure of employee involvement in decision-making, a measure of opinion expression, and institutional participation. This dimension reflects the organizational management side of climate, as it shows how far faculty members are included in decisions and institutional processes. Component 2 consists of SS1 to SS5: Safety and Security, which focuses on institutional safety, confidentiality and protection from harassment. This dimension reflects the management of a secure and supportive work environment, which is necessary for trust, confidence, and effective organizational functioning. Component 3 includes CS1 to CS4, the Communication System, which demonstrates effective communication and interaction in the institution. This dimension directly aligns the study with Communication and Organizational Management, as it captures the role of information sharing, transparency, interaction, and communication flow in shaping organizational climate. MB1, MB2, MB3, and MB4 are found in Component 4: Monetary Benefits, which deals with salary satisfaction, fairness, and compensation structure. This factor reflects organizational fairness and managerial policy, which influence faculty perceptions of institutional justice and administrative support. Component 5 includes GH1, GH2, and GH3, which focus on the concept of grievance redressal in a timely fashion and openness in addressing employee grievances. This dimension reflects the conflict-resolution and employee-relations aspect of organizational management, where transparent communication and responsive administration are essential. The factor loadings and communalities support the notion that these five dimensions are important in defining the organizational climate in educational organisations.

The factor loadings and communalities support the notion that these five dimensions are important in defining organizational climate in educational organisations. Overall, the findings show that organizational climate in higher education institutions is shaped not only by general workplace conditions but also by communication processes, participative management, administrative fairness, institutional safety, and grievance-handling systems. Therefore, the results provide strong empirical support for positioning the study within the scope of Communication and Organizational Management.

## **5. Conclusion**

The present study was an attempt to explore the major factors impacting organizational climate among academicians of higher education establishments of Haryana. The study is aligned with the scope of Communication and Organizational Management because it examines how institutional communication, participative decision-making, managerial support, safety provisions, compensation fairness, and grievance redressal systems shape the organizational climate experienced by faculty members. The results show that organizational climate is a multi-dimensional phenomenon, and organizational climate is affected by different institutional and managerial practices.

The outcome of the Exploratory Factor Analysis was five significant dimensions, namely Participative Management, Safety and Security, Communication System, Monetary benefits and Grievance Handling. Together, these dimensions accounted for a significant amount of the overall variance and appeared to have a high impact when determining the organizational climate in educational institutions. These dimensions clearly indicate that organizational climate is not only a workplace perception issue but also a communication-driven and management-oriented construct. The research showed that the practices of participative management, which are the involvement in decision making, opportunities for expressing opinion, and freedom to participate in committees in the institution, have a positive effect on

the organizational climate. This finding highlights the importance of inclusive organizational management and faculty participation in institutional decision-making. Likewise, workplace safety and security, harassment protection, confidentiality and emergency preparedness were considered critical issues for sustaining a supportive work environment for academics. Communication systems were also identified as being critical in making sure that there was transparency, information sharing and the free flow of ideas between faculty members. This confirms that effective communication is a central component of a positive organizational climate in higher education institutions. In addition, monetary factors like fair salary, open increment process, and competitive salaries greatly influenced the perception of organizational climate of the employees. Further, grievance handling structures that focus on the quick resolution of issues and transparency around employee issues were found to be key elements to a healthy workplace. These findings show that administrative fairness, responsive management, and transparent communication mechanisms play an important role in strengthening institutional trust and employee engagement. The study's overall findings show that the positive organizational climate in higher education institutions is dependent on supportive leadership, transparent communication, fair practices, institutional practices, and an effective grievance management system. Therefore, the study contributes to the field of Communication and Organizational Management by demonstrating that faculty members' workplace climate is shaped by the quality of institutional communication, managerial participation, employee relations, and administrative responsiveness. It is therefore relevant to focus on enhancing these dimensions in educational institutions to boost faculty satisfaction, organizational efficiency and the performance of the institutions.

## References

1. Aldridge, J. M., & Fraser, B. J. (2016). Teachers' views of their school climate and its relationship with teacher self-efficacy and job satisfaction. *Learning Environments Research*, 19(2), 291–307.
2. Krisnafitriana, V., Gunawan, I., Nurabadi, A., Benty, D. D. N., Kusumaningrum, D. E., Zulkarnain, W., ... & Budiarti, E. M. (2023, February). Mapping the structure of e-leadership research: A co-keyword analysis. In *international conference on educational management and technology (ICEMT 2022)* (pp. 646-655). Atlantis Press.
3. Otrębski, W. (2022). The correlation between organizational (school) climate and teacher job satisfaction—the type of educational institution moderating role. *International Journal of Environmental Research and Public Health*, 19(11), 6520.
4. Crisci, A., Sepe, E., & Malafronte, P. (2019). What influences teachers' job satisfaction and how to improve, develop and reorganize the school activities associated with them. *Quality & Quantity*, 53(5), 2403-2419.
5. Danish, R. Q., Draz, U., & Ali, H. Y. (2015). Impact of organizational climate on job satisfaction and organizational commitment in the education sector of Pakistan. *American Journal of Mobile Systems, Applications and Services*, 7, 47–52.
6. DUAN, J., WANG, J., & ZHU, Y. (2014). Organizational climate: A review of conceptualization, theory and prospects. *Advances in Psychological Science*, 22(12), 1964–1974.
7. Ekvall, G. (1987). The climate metaphor in organisation theory. In B. Bass & P. Drenth (Eds.), *Advances in organizational psychology* (pp. 177–190). Sage.
8. Forehand, G. A., & Gilmer, B. V. H. (1964). Environmental variation in studies of organizational behavior. *Psychological Bulletin*, 62, 361–382.
9. Owusu-Boakye, F., Kofi Bansah, A., & Armah, J. (2022). Perceptions of the usage of WhatsApp for instruction: A study of teachers in senior high schools in Ghana. *International Journal of Research and Innovation in Social Science*, 6(1), 65-75.
10. Güneş, Y., Özkan, H., & Sever, M. (2023). Örgüt İkliminin İş Tatmini Üzerindeki Etkisi: İlkokul ve Ortaokul Üzerinde Bir Araştırma: Örgüt İkliminin İş Tatmini Üzerindeki

- Etkisi: İlkokul ve Ortaokul Üzerinde Bir Araştırma. *Journal of Management and Educational Sciences*, 2(1), 1-11.
11. Istiqomah, I., Karnati, N., & Rugaiyah, R. (2025). The effect of distributed leadership, school climate, and work motivation on teacher's job satisfaction at senior high school. *Journal of Posthumanism*, 5(4), 1331-1343.
  12. Jaramillo, F., Mulki, J. P., & Locander, W. B. (2006). The role of time wasted in sales force attitudes and intentions to quit. *International Journal of Bank Marketing*, 21(1), 24–36.
  13. Marinova, S. V., Cao, X., & Park, H. (2019). Constructive organizational values climate and organizational citizenship behaviors: A configurational view. *Journal of Management*, 45(5), 2045-2071.
  14. Joyce, W. and Slocum, J. (1984) Collective Climate: Agreement as a Basis for Defining Aggregate Climates in Organizations. *Academy of Management Journal*, 27, 721-742.
  15. Monika, M., & Kaliyamurthy, K. (2016). A detail review of organizational climate. *International Journal of Developmental Research*, 6(7), 8625–8633.
  16. Khan, A., Ramzan, M., & Butt, M. S. (2013). Is job satisfaction of Islamic banks operational staff determined through organizational climate, occupational stress, age, and gender? *Journal of Occupational and Organizational Psychology*, 77(2), 1212–1223.
  17. Khan, S., & Sharma, D. (2020). Organizational climate: Review.
  18. Kossivi, B., Xu, M., & Kalgora, B. (2016). Study on determining factors of employee retention. *Open Journal of Social Sciences*, 4(5), 261–268.
  19. Kumar, S. (2011). An overview of organizational climate in Bhakra Beas Management Board. *Journal of Social and Development Sciences*, 1(4), 138–143.
  20. Liu, Y., Li, Y., & Zhang, J. (2024). Effects of organizational climate on employee job satisfaction and psychological well-being: The role of technological influence in Chinese higher education. *BMC Psychology*, 12, Article 536.
  21. Litwin, G. H., & Stringer, R. A. (1968). *Motivation and organizational climate*. Harvard University Press.
  22. Mathew, J., & Selvi, U. (2007). Importance of organizational climate in contemporary management. *Ushus Journal of Business Management*, 6(2), 61–74. <https://doi.org/10.12725/ujbm.11.6>
  23. McWinner Yawman. (2020). Organizational climate and job satisfaction: A literature review. *International Journal of Current Research*, 12(2), 10013–10018.
  24. Permarupan, P. Y., Al-Mamun, A., Saufi, R. A., & Zainol, N. R. B. (2013). Organizational climate on employees' work passion: A review. *Canadian Social Science*, 9(4), 63–68.
  25. Pecino, V., Mañas, M. A., Díaz-Fúnez, P. A., Aguilar-Parra, J. M., Padilla-Góngora, D., & López-Liria, R. (2019). Organizational climate, role stress, and public employees' job satisfaction.
  26. Powell, B. J., Mettert, K. D., Dorsey, C. N., et al. (2021). Measures of organizational culture, organizational climate, and implementation climate in behavioral health: A systematic review. *Implementation Research and Practice*.
  27. Prange, C., & Mayrhofer, U. (2015). Alliances and joint-ventures.
  28. Schneider, B., Ehrhart, M. G., & Macey, W. H. (2012). Organizational climate and culture. *Annual Review of Psychology*, 64, 361–388. <https://doi.org/10.1146/annurev-psych-113011-143809>
  29. Sharma, A., & Gupta, S. (2025). The impact of school organizational climate on the professional adjustment of secondary school teachers: A critical review. *Journal of Informatics Education and Research*, 5(1), 1–10.
  30. ShayesteFar, P., & Mirheydari, A. (2024). English Language Teachers' Burnout, School Climate, Satisfaction and Efficacy: A Predictive Mediation Model. *Applied Linguistics Inquiry*, 2(2), 62-75.

31. Singh, R. R., Chauhan, A., Aggarwal, S., & Kapoor, S. (2011). Impact of organizational climate on job satisfaction – A comparative study. *IJCSMS International Journal of Computer Science and Management Studies*, 11(2), 2231–5268.
32. Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029–1038.
33. Syed Sadullah Hussainy. (2019). Effective employees' retention strategies: Key to manage employees' turnover (A study of Omani organisations). *IJRAR*, 6(2).
34. Zakariya, Y. F. (2020). Effects of school climate and teacher self-efficacy on job satisfaction of mostly STEM teachers: A structural multigroup invariance approach. *International Journal of STEM Education*, 7(1), 10.
35. Zikrayati, Z., Usman, N., & Murniati, A. R. (2025). Organizational climate transformation and emerging implications for teacher job satisfaction. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 9(3), 890–903.