



Role of Organizational Climate on Turnover Intention of School Teachers

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Abstract

Organizational climate and turnover intention influence employees' retention and job satisfaction. Turnover intention indicates the likelihood of an employee leaving their current position, which can impact the stability and performance of any organization. This study examines the relationship between the level of organizational climate and turnover intention among school teachers, focusing on two groups of teachers: Group A (teaching from Nursery to 8th class) and Group B (teaching from 9th to 12th class). The mean comparison revealed that Group A had significantly higher communication levels than Group B. The stepwise regression analysis indicated that team support was a significant negative predictor of turnover intention in Group A. In contrast, the training & learning dimension was a significant negative predictor for Group B. These findings suggest that while both groups experience some common organizational climate factors influencing turnover intention, specific dimensions such as team support and training opportunities play crucial roles depending on the group context.

INTRODUCTION

The educational institutes worldwide rely heavily on their teachers, as losing a teacher between sessions will affect their overall curriculum and final results. Retaining teachers in schools is even more crucial, as students depend vastly on school teachers for their academic growth. It is essential for any enterprise's success to retain the right employees (Subramanian & Shin, 2013). Turnover intention is different than the actual turnover of employees. Turnover, also called attrition, is the act of leaving the organization, while turnover intention is a mere thought of leaving the employer but not necessarily acting on it (Bindu & Srikanth, 2019). Several reasons that could be determinants of employee turnover in any industry have been accounted for so far. Work pressure, quality of environment, and job satisfaction indirectly affect employees' intention to leave (Jyoti, 2013). Perception of organizational climate also plays a crucial role in the turnover intention of its employees (Bracarense et al, 2022). The relationship between organizational climate and turnover intention is an important area of research, particularly in educational settings where the retention of employees is essential for maintaining quality education and stability within the institute.

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Organizational climate refers to shared perceptions and attitudes of employees regarding their work environment and organizational policies. It is categorized into various dimensions: communication, innovation, role clarity, support, and conflict management, all comprising the organizational climate (Schneider, 1990). Turnover intention, on the other hand, is the likelihood that an employee considers leaving their current position for a better opportunity elsewhere, which can significantly impact an organization's effectiveness and continuity (Mobley, 1982).

The organizational climate has been identified as a crucial determinant of teachers' turnover intention in school settings. Various studies suggest that a positively perceived organizational climate, characterized by effective communication, supportive leadership, and clear role expectations, can enhance job satisfaction and reduce the likelihood of turnover intention (Collie, Shapka, & Perry, 2012). Conversely, a negative organizational climate, marked by poor communication, role ambiguity, and inadequate support, is associated with increased turnover intention among educators (Ingersoll, 2001).

Effective communication within schools has been linked to lower turnover intention, as it fosters a sense of belonging and understanding among teachers (Saks, 2006). When teachers perceive that their communication channels are open and transparent, they are more likely to feel valued and supported, which can mitigate their desire to leave (Rhoades & Eisenberger, 2002). Similarly, role clarity and supportive management have been shown to reduce turnover intention by minimizing stress related to the role of the employee and enhancing job satisfaction (Kahn et al., 1964; Purcell & Hutchinson, 2007).

Furthermore, careful conflict management and opportunities for professional development play significant roles in shaping teachers' turnover intentions. Effective conflict management strategies can alleviate workplace stress and improve interpersonal relationships, reducing the likelihood of teachers seeking new employment (De Dreu & Weingart, 2003). Additionally, providing training and development opportunities to teachers is significant to their retention in the institution, as it addresses their career growth and reduces the feeling of stagnation (Noe, 2017).

In order to enhance teacher retention, it is important to understand the interaction between organizational climate dimensions and turnover intention. Schools can reduce turnover intention and improve overall educational outcomes by fostering a supportive and communicative work environment. This study further aims to investigate these relationships and better understand how these factors, associated with organizational climate, influence teachers' intentions to stay or leave their positions. Understanding the role of organizational climate in influencing turnover intention among school teachers requires a comprehensive examination of existing research. This literature review explores the interplay between these dimensions and turnover intention, drawing on key studies to elucidate these relationships.

Role Clarity and Turnover Intention

Role clarity refers to how employees understand their job responsibilities and expectations. Kahn et al. (1964) established that role ambiguity and conflict can increase job stress and dissatisfaction. For teachers, clear role expectations are crucial as they help reduce ambiguity and stress associated with their duties. Research by Torkzadeh and Doll (1999) supports this, indicating that clear role definitions contribute to lower levels of job stress and higher job satisfaction, reducing turnover intention. Similarly, a study by Rhoades and Eisenberger (2002) found that when teachers clearly understand their roles, they are less likely to consider leaving their positions.

Communication and Turnover Intention

Effective communication is a cornerstone of a favorable organizational climate. Saks (2006) and Rhoades and Eisenberger (2002) highlight that open and transparent communication enhances employees' sense of belonging and support within the organization. For school teachers, effective communication from administration and among colleagues helps build trust and engagement, which can decrease turnover intention. In contrast, poor communication often leads to misunderstandings, feelings of being undervalued, and increased likelihood of turnover (Goris, Vaught, & Pettit, 2006), this is supported by research showing that teachers who perceive inadequate communication are more likely to express

intentions to leave their jobs (Kirkman & Rosen, 1999).

Team Support and Turnover Intention

Team support encompasses the assistance and camaraderie among colleagues, which is essential for creating a collaborative work environment. Eisenberger et al. (1986) argue that perceived support from colleagues can mitigate job stress and enhance job satisfaction. For teachers, a supportive team environment can alleviate feelings of isolation and stress, thereby reducing turnover intention. Studies have shown that teachers who experience strong support from their peers and administrators are less likely to consider leaving (Bakker & Demerouti, 2007). Conversely, a lack of support can lead to burnout and increased turnover rates (Collie, Shapka, & Perry, 2012).

Training and Learning Opportunities and Turnover Intention

Training and professional development opportunities are critical factors in retaining employees. Noe (2017) emphasizes that access to career development resources helps employees feel valued and supported, which can reduce turnover intention. In the educational sector, providing teachers with professional growth and skill enhancement opportunities is vital for maintaining job satisfaction. Research by Wright and Cropanzano (1998) indicates that employees who perceive their organization as investing in their development will likely remain with it. This belief is particularly relevant for teachers, as continuous professional development can address career growth needs and reduce the inclination to seek alternative employment (Ingersoll, 2001).

The objectives of the following study are as follows:

1. The purpose of this study is to assess and compare the perceived levels of organizational climate and turnover intention among group A and group B school teachers to determine significant differences.
2. To investigate the relationship between perceived organizational climate and turnover intention for group A and group B school teachers.
- 3.

Based on the above reviews of findings, it was hypothesized that:

1. There will be a significant difference between the perceived levels of organizational climate and turnover intention of school teachers in groups A and B.
2. There will be a negative relationship between the perceived organizational climate and the turnover intention of group A and B school teachers. The degree of negative correlation was further hypothesized to be higher in group A teachers than in group B teachers.

METHOD

Sample

The study was conducted on a sample of 100 school teachers having a minimum of 3 years of teaching experience and are divided into two groups where group A includes teachers teaching the grades from Nursery to 8th class (N=50) while group B includes teachers teaching from 9th to 12th class (N=50) participated in this study. The minimum level of education of the teachers was graduation with B.Ed.

Tools

The *Turnover Intention Scale* (Mobley, Horner, and Hollingsworth, 1978) consists of three items and is unidimensional. Responses are based on a 5-point Likert scale ranging from 1 (never) to 5 (always).

The *organizational climate* scale (Adrain Furnham and Leonard D. Goodstein, 1997) was adapted by the investigator considering climate and variables in Indian questionnaire has 128 items related to fourteen dimensions out of which only six dimension have been taken for this study: Role Clarity (10 items), Communication (13 items), Innovation (8 items), Team & Support (10 items), Conflict Management (8 items) and Training & Learning (5 items) on a Likert five-point scale ranging from Strongly Agree to Strongly Disagree. There are both positive and negative statements in the scale. The positive items' scores are 5, 4, 3, 2, & 1 whereas scoring is reverse in negatively worded statements.

Procedure

Several government and private schools were contacted for permission to participate in this study. Each school's principal was informed about the study. The principal of each school approved

contacting the teachers. Convenience sampling was employed for the study. Following their discussion with the teachers, all qualified teachers received printed copies of the questionnaires along with an explanation of the study. They were told that their responses should only be based on their personal experiences with the organisation and that there is no right or wrong answer. Every questionnaire has a cover letter attached, stressing confidentiality and providing information about the research to the respondents. Follow-ups were

conducted until all of the questionnaires were received.

RESULTS

Table 1 shows the result of the t-test analysis between the dimensions of organizational climate and turnover intention of group A and group B. Only communication is found to be significant between the two groups.

Table 1: Mean comparison of group A (N=50) and group B (N=50) on dimensions of Organizational Climate and overall Turnover Intention

Variables	Group A		Group B		t-value
	Mean	SD	Mean	SD	
Role Clarity	33.82	3.306	34.05	3.279	.331
Communication	48.52	5.421	46.36	4.083	2.209*
Innovation	33.10	3.487	32.71	2.584	.624
Team & Support	36.79	4.424	37.07	3.319	.358
Conflict anagement	29.62	3.290	29.43	2.909	.302
Training & Learning	21.06	3.046	21.05	3.008	.025
Turnover Intention	4.32	1.665	4.00	1.452	.984

** p< 0.01, * p<0.05

Table 2: Correlation between dimension of Organisational Climate and Turnover Intention of Group A and Group B school teachers

Variables	Turnover Intention of Group A teachers (N=50)	Turnover Intention of Group B teachers (N=50)
Role clarity	-.261	-.299*
Communication	-.387*	-.364*
Innovation	-.321*	-.033
Team & Support	-.424**	-.012
Conflict Management	-.105	.070
Training & Learning	-.165	-.360*
Total Organizational Climate	-.325*	-.173

** p< 0.01, * p<0.05

The correlation matrix displayed in Table 2 demonstrates the negative relationship between six dimensions of organizational climate, namely "role clarity", "communication", "innovation", "team & support", "conflict management", and "training & learning", and overall "turnover intention" of school teachers. There is significant negative relationship among communication (r = -.387, p<.05), innovation

(r = -.321, p<.05), team & support (r = -.424, p<.01), and overall organizational climate (r = .325, p<.05) with turnover intention of Group A teachers. Group B teachers displayed a significant negative correlation among role clarity (r=-.299, p<.05), communication (r=.364, p<.05), and training & learning (r=.360, p<.05), with overall turnover intention.

Table 3: Stepwise regression analysis of Organizational Climate dimensions and Turnover Intention of Group A and Group B school teachers

Predictor Variable	R ²	Adj. R ²	%	beta	t	Sig.	F
<i>Group A School Teachers</i>							
Team & Support	.176	.153	17.6	-.420	-2.77**	.009	7.701**
<i>Group B School Teachers</i>							
Training and learning	.123	.101	12.3	-.350	-2.36*	.023	5.594*

* p< 0.01, * p<0.05

Table 3 shows multiple regression analysis among group A and group B school teachers where team & support alone negatively predicts ($\beta = -.420$, $p < .001$) turnover intention and explains the 17.6% variance, whereas for group B training & learning ($\beta = .250$, $p < .05$) alone predict 12.3% variance in turnover intention.

DISCUSSION

This study explored the influence of various dimensions of organizational climate on turnover intention among school teachers. Through t-tests, correlation analyses, and regression models, we sought to understand how factors such as communication, role clarity, innovation, team support, conflict management, and training & learning relate to teachers' intent to leave their jobs. The results offer insights into the dynamics of organizational climate and its impact on employee retention. The t-test results revealed a significant difference in communication effectiveness between group A and group B, with group A exhibiting higher levels of communication. This finding aligns with existing research highlighting the crucial role of effective communication in reducing turnover intention. Effective communication has been consistently linked to higher job satisfaction and reduced turnover, fostering a more supportive and engaging work environment (Saks, 2006; Robbins & Judge, 2019). The results highlight the importance of enhancing school communication practices to mitigate turnover intention among school teachers. However, no significant differences were found in other dimensions of organizational climate, such as role clarity, innovation, team support, conflict management, and training and learning. These non-significant findings suggest that while these dimensions may be important, they did not vary

significantly between the groups in this study. It implies that either these dimensions are perceived similarly across the groups or their effects on turnover intention are subtle and require further investigation.

Correlation analyses indicated that role clarity, communication, training, and learning significantly negatively correlate with turnover intention. These results reinforce the idea that improved communication and greater opportunities for professional development can reduce employees' intent to leave their jobs. Research by Rhoades & Eisenberger (2002) supports these findings by showing that effective communication enhances job satisfaction and organizational climate. Professional development opportunities contribute to employees' perceptions of growth and support, reducing turnover (Noe, 2017; Allen, Shore, & Griffeth, 2003). The stepwise regression analysis revealed that, for group A, team and support were significant negative predictors of turnover intention, explaining 17.6% of the variance. A supportive environment fosters a sense of belonging and professional security, vital for retaining teachers (Hogan & Hogan, 2001). For group B, the training and learning dimension emerged as a significant negative predictor, accounting for 12.3% of the variance in turnover intention. The result highlights the importance of professional development for teachers who take higher classes like 10th, 11th, & 12th. They may face

more complex instructional and administrative challenges due to a demanding curriculum. Professional growth opportunities contribute to job satisfaction and organizational commitment, which can mitigate turnover intention (Noe, 2017; Kammeyer-Mueller et al., 2013). The result signified that group A perceives a higher negative correlation between organizational climate dimension and turnover intention than group B, as environment/climate plays a vital role in managing younger kids. Teaching younger kids involves great innovation and communication that comes with support from the team and management, as we observed in this analysis. Teachers from group B reported that clarity of work and constant professional development are essential parts of their job as they help manage older students because of their demanding curriculum. These findings suggest that while communication is universally important in influencing turnover intention, specific dimensions such as team support and training need tailored approaches depending on the teaching context. For teachers in Group A, strategies to enhance team support may be particularly effective in reducing turnover. Conversely, for Group B, providing continuous training and development opportunities to the teachers could be more beneficial in staying in the organization.

LIMITATION

Future research should explore additional factors and their interactions with turnover intention to gain a deeper understanding of these dynamics. Investigating other dimensions of organizational climate and their combined effects on turnover intention could provide a more comprehensive view of how these factors influence employee retention. Longitudinal studies could also offer insights into how changes in organizational climate over time affect turnover intention, providing a dynamic perspective on these relationships.

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