

The present study was conducted to determine the relationship between organizational climate and job satisfaction of government secondary school teachers. The data were collected from 785 teachers selected from all government secondary schools (192) in the district Sargodha.

Two questionnaires were used to determine the relationship between organizational climate and teachers' job satisfaction, which were (i) organizational climate description questionnaire and (ii) Minnesota satisfaction questionnaire. The findings were drawn after the descriptive and inferential analysis, Means, Standard Deviation, inter-correlation, Pearson correlation, 't' test, post HOC and ANOVA was run to test the hypotheses.

There was no significant relationship among organizational climate subscales which showed that subscales were independent of each other. There was significant relationship between job satisfaction factors which showed that job satisfaction factors were dependent of each other.

Generally teachers were less satisfied with advancement, compensation and working conditions. Female teachers were more satisfied than their male counterparts. There was no significant difference between urban and rural teachers' job satisfaction. Art teachers were more satisfied than science teacher. Teachers having 6 to 10 years experience were less satisfied than teachers having more experience.

General conclusion that could be drawn from this study is that both principal behavior and teacher behavior are significantly related to teachers' job satisfaction as perceived by government secondary school teachers. The relationship between principal behavior and teachers' job satisfaction, however appeared to be relatively stronger than the relationship of teachers' behavior and teachers' job satisfaction.

Supportive principal behavior and directive principal behavior were found to be significantly correlated with job satisfaction, on the other hand restrictive principal behavior was found no significantly correlated with job satisfaction.

Collegial teacher behavior and intimate teacher behavior were found to be significantly correlated with job satisfaction, on the other hand disengaged teacher behavior was found no relationship with job satisfaction.