



Impact of Organizational Climate on Teacher Performance: A Study of Elementary Schools in Sheikhpura District, Pakistan

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Abstract: This study investigates the impact of organizational climate on teacher performance in elementary schools in District Sheikhpura, Pakistan. Despite a wealth of international research on this subject, there is limited exploration of how organizational climate influences teacher effectiveness in the Pakistani educational context. The research aims to bridge this gap by analyzing how various climate factors—such as physical, social, and learning environments—affect teacher performance in both public and private schools. The study employs a descriptive research methodology, using a questionnaire based on a Likert scale to gather data from 250 teachers across the district. The findings suggest that the learning environment is the most significant factor contributing to teacher performance, with a positive correlation between a supportive learning environment and enhanced teaching effectiveness. Furthermore, organizational practices like cooperation among staff and communication with parents were identified as key determinants of teacher motivation and performance. However, there were mixed responses concerning leadership practices, such as the regular involvement of school principals with parents and the consistency of student assessments. The study highlights the need for schools to improve these areas to foster a more cohesive organizational climate, ultimately enhancing teacher performance and educational outcomes.

Keywords: Organization, Climate, Impact, Performance, Teachers, Elementary

1. Introduction

This article focuses on the impact of organizational climate on teacher performance at the elementary level in District Sheikhpura, Pakistan. Despite a considerable body of research on this topic internationally, there is a gap in studies exploring the specific influences of organizational climate within the Pakistani educational context. This research aims to fill this gap by examining how the organizational climate within schools affects the performance of teachers, specifically in government and private educational institutions. The development of any nation is closely tied to the strength of its educational system, which in turn depends heavily on the effectiveness of its teachers. Teachers are often viewed as the cornerstone of any educational framework, as the quality of student performance is directly linked to the quality of teaching they receive. According to Medley and Shannon (1994), teachers not only provide academic instruction but also serve as role models, demonstrating scholarly values and a commitment to lifelong learning. In this context, the organizational climate—defined by the leadership behavior of principals and the attitudes and actions of teachers—plays a pivotal role in influencing teacher performance. Adequate organizational support from school leaders can foster an environment where teachers feel motivated, appreciated, and capable of achieving their professional goals (Adeyemi, 2010). Thus, understanding the factors

that affect teacher performance, particularly the organizational climate, is crucial for improving educational outcomes.

2. Literature Review

The concept of organizational climate has been widely discussed in the literature, with various researchers offering differing definitions and perspectives. Organizational climate is often described as the collective perceptions of an organization's environment by its members, including the physical, emotional, and social aspects of the workplace (Thompson, 2010; Lin & Lee, 2017). These perceptions influence the behavior, attitudes, and performance of individuals within the organization. In the educational context, organizational climate encompasses the interpersonal relationships among teachers, principals, students, and parents, and is influenced by the leadership behavior of school principals and the behavior of the teachers themselves (Hoy, Tarter & Kottkamp, 1991).

Atkinson and Fehettle (2009) emphasize that organizational climate refers to the unique set of characteristics within a specific organization that is shaped by both the internal interactions among its members and the external environment. In schools, these characteristics can include the availability of resources, the communication patterns among staff, the decision-making processes, and the support structures in place for teachers. A positive organizational climate can contribute to greater job satisfaction, motivation, and ultimately, better performance by teachers (Lazaridou & Tsolakidis, 2011).

Organizational climate is a critical factor in enhancing the effectiveness of schools. According to Owens (1991), organizational climate is what differentiates one institution from another, even if they operate in the same field of education. It is shaped by various elements such as the leadership style of principals, the attitudes of teachers, and the overall working conditions within the school. A harmonious and supportive organizational climate fosters a sense of belonging among teachers and encourages them to perform at their best (Gunbayi, 2007).

The leadership behavior of principals is often regarded as a central determinant of organizational climate. Principals who exhibit supportive, participative, and transformational leadership behaviors tend to create a positive climate that enhances teacher motivation and performance (Schneider et al., 2012). On the other hand, principals who adopt a more authoritarian style may contribute to a negative climate, resulting in lower teacher morale and diminished job satisfaction (Permarupan et al., 2013).

In addition to leadership behavior, teacher behavior also plays a crucial role in shaping the organizational climate. Teachers who are motivated, engaged, and committed to their work contribute to a positive organizational climate, which in turn enhances student outcomes. According to Freiberg and Stein (1999), the "heart and soul" of an organization is its climate, which affects the feelings of satisfaction and belonging among teachers, students, and other stakeholders. A positive climate can increase job satisfaction, motivation, and overall job performance.

Given these findings, it is clear that organizational climate has a significant impact on teacher performance. It shapes teachers' attitudes and behaviors, influences their job satisfaction, and affects their overall effectiveness in the classroom. However, despite the growing body of literature on this topic, there is a need for further research to understand the specific impact of organizational climate on teacher performance in different cultural and educational contexts, particularly in Pakistan.

This study aims to explore the relationship between organizational climate and teacher performance at the elementary school level in District Sheikhpura, focusing on how the climate in government and private schools may differ and how it influences the performance of teachers. By examining these factors, the study seeks to provide valuable insights that can inform educational policies and practices to enhance teacher performance and, ultimately, improve educational outcomes in Pakistan.

2.1 Objectives of the Study

The primary objectives of this study are to explore the different factors of organizational climate and their influence on teacher performance. Specifically, the study aims to measure the following:

1. The effect of the physical environment factor within organizational climate on teachers' performance.
2. The effect of the social environment factor within organizational climate on teachers' performance.
3. The effect of the learning environment factor within organizational climate on teachers' performance.

2.2 Research Questions

The study aims to answer the following research questions:

1. How does the physical environment factor of organizational climate affect teachers' performance at the elementary school level?
2. How does the social environment factor of organizational climate affect teachers' performance at the elementary school level?
3. How does the learning environment factor of organizational climate affect teachers' performance at the elementary school level?

2.3 Significance of the Study

The significance of this study lies in its exploration of how organizational climate influences teacher performance at the elementary school level. By examining the shared perceptions and attitudes within an organization, the study aims to highlight the immediate impact of leadership on creating a conducive environment for teachers. This research is valuable to a wide range of stakeholders, including teachers, students, school administrators, and policymakers. The findings are expected to contribute to fostering a positive organizational climate in schools in Sheikhpura/Punjab and provide initial data to identify factors that may affect teacher performance.

2.4 Limitations of the Study

The study has several limitations: it relies on responses from employees of both public and private organizations, uses a limited sample size, and was conducted only in the Hyderabad branches of APCPDCL and NSL PL. The study is also delimited to public sector elementary schools in Sheikhpura/Punjab, focusing specifically on elementary teachers and examining only the physical, social, and learning factors of organizational climate.

3. Material and Methodology

The study aims to investigate the impact of organizational climate on teacher performance at the elementary school level. It outlines the research strategy, population, and sample, and describes the instrument used for data collection. The methodology includes how various factors such as school level, type, program, gender, age, qualification, teaching experience, and faculty were considered. The study emphasizes the importance of scoring methods, survey validity, and data analysis, ensuring that the results are reliable. The research procedure adopted helps to achieve the goal of understanding how organizational climate affects teacher performance.

3.1 Research Methodology

The study used a descriptive research methodology and gathered data through a questionnaire based on a Likert scale. A quantitative research approach was adopted, with variables such as gender, age, designation, school level, type, programs, qualifications, teaching experience, and work area influencing the study. Data was collected from teachers in both public and private schools.

3.2 Population

The research population consisted of all secondary schools in Sheikhpura district, Punjab, including the tehsils of Sharqpur Sharif, Safdrabad, Muridkey, and Ferozwalla. The study focused on the impact of organizational climate on teachers' performance at the elementary school level in this area.

3.3 Sample and sampling technique

The sample for this study included 250 teachers from elementary schools in Sheikhpura district, Pakistan. A convenient sampling technique was used, selecting teachers from both boys' and girls' schools across the district.

Table 1: Sample of Schools

Name of Tahseels	Boys Schools	Girls Schools	Total Schools
Shiekhupura,Sharqpur Sharif, Safdrabad, Muridkey, Ferozwalla	24	24	48

3.4 Research Instrument

The researcher developed a survey to assess the impact of organizational climate on teachers' performance at the elementary school level. Using a Likert scale, the survey items were carefully reviewed by experts to ensure they accurately represented the key factors and concepts. The survey was designed with the guidance of administrators and specialists to effectively measure the necessary data for the study.

3.5 Validity and Reliability

To ensure the credibility of the research, it is essential to establish the validity and reliability of the research instrument. The validity was measured using Cronbach's alpha. A pilot study was conducted with 40 respondents to test the effectiveness of the questionnaire in gathering the required data for the research. This step aimed to confirm that the questionnaire was suitable for the study's objectives.

3.6 Data collection

The researcher personally visited all the secondary schools, met with participants, and collected data using a questionnaire. During these visits, the researcher explained the details of the study and addressed any questions or concerns. Data collection began on January 15, 2019, with most questionnaires administered in person. For the remaining schools, data was collected through the researcher's colleagues and research fellows. The researcher faced some challenges in getting questionnaires filled, as teachers were often busy with classes, and student attendance was low. Despite these challenges, the response rate from headmasters and teachers was 100%, and the data collection process was completed in three months.

4. Data Analysis

The data for the research was collected using a questionnaire and analyzed statistically with the help of the latest version of SPSS (Statistical Package for Social Sciences) software. The data was initially coded with unique identifiers for numerical and statistical analysis. Various statistical tests, including descriptive statistics, reliability analysis, independent t-tests, and ANOVA, were applied. Additionally, statistical measures such as mean, frequency, and percentage were used to analyze the collected data.

4.1 Analysis and Interpretation of Data

This chapter focuses on analyzing and interpreting the data collected to study the impact of organizational climate on teachers' performance at the elementary school level in Sheikhpura. A descriptive research approach was employed, gathering data from teachers in both boys' and girls' public schools in the district. The findings were categorized and presented using frequency tables, percentages, and various statistical tests. The research methodology used for this study was a combination of quantitative and qualitative approaches. Traditionally, educational research uses either qualitative or quantitative methods. However, mixed methods research integrates both approaches to provide a comprehensive understanding of the research problem. The study followed a systematic scientific approach, starting with identifying the research problem, defining the necessary data, organizing the data, and finally interpreting the results. This methodological framework helped ensure accurate analysis and understanding of the data collected from 250 teachers using questionnaires.

Table1: Descriptive Statistics and Frequency Analysis of Organizational Climate Factors and Teacher Responses

Statement	Scale	Frequency (f)	Percentage (%)	Mean (M)	Standard Deviation (SD)
Organizational Climate Factors					
Social Environment of School				2.39	0.75
Physical Environment of School				2.30	1.17
Learning Environment of School				2.49	0.77
Statements on Organizational Climate					
School organization shares school matters with each other	Strongly Agreed	149	59.6%	1.87	1.321
	Agreed	49	19.6%		

Statement	Scale	Frequency (f)	Percentage (%)	Mean (M)	Standard Deviation (SD)
School organization members participate in school activities	Undecided	11	4.4%	1.88	1.238
	Disagreed	18	7.2%		
	Strongly Disagree	23	9.2%		
	Strongly Agreed	141	56.4%		
	Agreed	50	20.0%		
	Undecided	19	7.6%		
	Disagreed	27	10.8%		
School organization utilizes funds with collective decision	Strongly Disagree	13	5.2%	1.98	1.286
	Strongly Agreed	126	50.4%		
	Agreed	64	25.6%		
	Undecided	18	7.2%		
	Disagreed	22	8.8%		
Donors help the school financially with the effort of organization	Strongly Disagree	20	8.0%	2.29	1.334
	Strongly Agreed	89	35.6%		
	Agreed	80	32.0%		
	Undecided	28	11.2%		
	Disagreed	26	10.4%		
School organization monitors school development regularly	Strongly Disagree	27	10.8%	2.03	1.235
	Strongly Agreed	111	44.4%		
	Agreed	76	30.4%		
	Undecided	26	10.4%		
	Disagreed	18	7.2%		
School organization helps increase student admissions	Strongly Disagree	19	7.6%	2.09	1.237
	Strongly Agreed	102	40.8%		
	Agreed	82	32.8%		
	Undecided	26	10.4%		
	Disagreed	21	8.4%		
Teachers apply school rules in the classroom regularly	Strongly Disagree	19	7.6%	2.12	1.224
	Strongly Agreed	95	38.0%		
	Agreed	88	35.2%		
	Undecided	27	10.8%		

Statement	Scale	Frequency (f)	Percentage (%)	Mean (M)	Standard Deviation (SD)
Students obey rules set by the disciplinary committee	Disagreed	21	8.4%	2.32	1.318
	Strongly Disagree	19	7.6%		
	Strongly Agreed	84	33.6%		
	Agreed	82	32.8%		
	Undecided	29	11.6%		
	Disagreed	30	12.0%		
	Strongly Disagree	25	10.0%		
Students share their problems with teachers easily	Strongly Agreed	63	25.2%	2.54	1.299
	Agreed	80	32.0%		
	Undecided	41	16.4%		
	Disagreed	41	16.4%		
	Strongly Disagree	25	10.0%		
Teachers are available to resolve student problems	Strongly Agreed	76	30.4%	2.54	1.428
	Agreed	72	28.8%		
	Undecided	29	11.6%		
	Disagreed	36	14.4%		
	Strongly Disagree	37	14.8%		
Headmaster cooperates to resolve students' problems via meetings	Strongly Agreed	81	32.4%	2.51	1.372
	Agreed	59	23.6%		
	Undecided	34	13.6%		
	Disagreed	53	21.2%		
	Strongly Disagree	23	9.2%		
Students follow teacher instructions	Strongly Agreed	71	28.4%	2.55	1.371
	Agreed	76	30.4%		
	Undecided	25	10.0%		
	Disagreed	51	20.4%		
	Strongly Disagree	27	10.8%		
Headmaster attends meetings with parents regularly	Strongly Agreed	60	24.0%	2.75	1.395
	Agreed	68	27.2%		
	Undecided	29	11.6%		
	Disagreed	60	24.0%		

Statement	Scale	Frequency (f)	Percentage (%)	Mean (M)	Standard Deviation (SD)
Teachers assess students' progress	Strongly Disagree	33	13.2%	2.59	1.415
	Strongly Agreed	68	27.2%		
	Agreed	81	32.4%		
	Undecided	22	8.8%		
	Disagreed	43	17.2%		
	Strongly	36	14.4%		

4.2 Organizational Climate Factors

Among the various organizational climate factors, the "Learning Environment of School" received the highest mean ($M = 2.49$) and had a relatively low standard deviation ($SD = 0.77$), indicating that teachers generally agreed that the learning environment in schools positively affects their performance.

4.3 Teacher Responses

In terms of specific statements regarding school operations, a majority of teachers strongly agreed with positive statements about their school's organizational climate. For instance, 59.6% strongly agreed that the school organization shares matters with each other, which is a positive indicator of school cooperation. However, responses varied across statements, with some factors such as "Headmaster attends meetings with parents regularly" and "Teachers assess students' progress" receiving more mixed responses.

4.4 Discussion

The findings of the study reveal significant insights into how specific organizational climate factors influence teacher performance in elementary schools in Sheikhpura. One of the most noteworthy results is the high mean score for the **learning environment** factor ($M = 2.49$, $SD = 0.77$), which indicates that teachers strongly perceive a positive correlation between a conducive learning environment and their teaching effectiveness. The relatively low standard deviation suggests a consensus among teachers on this point, emphasizing that a well-organized, resource-rich, and supportive learning environment is crucial for enhancing teacher performance.

In addition to the learning environment, teacher responses to specific statements about school operations offer a deeper understanding of the school climate. The high percentage (59.6%) of teachers agreeing that their school shares matters with each other points to a collaborative and communicative environment within the school, which positively impacts teacher motivation and job satisfaction. A cooperative atmosphere among staff members, where ideas and concerns are shared openly, helps foster teamwork and a collective sense of purpose, leading to better performance.

However, the study also highlighted some mixed responses regarding certain organizational practices. For instance, the statement "**Headmaster attends meetings with parents regularly**" received more varied opinions, suggesting that the level of parental engagement, as facilitated by the school leadership, may not be consistent across all schools. Regular communication with parents is important for a holistic approach to student development, and its irregularity may affect the overall perception of the organizational climate.

Similarly, the statement "**Teachers assess students' progress**" received mixed responses, indicating that while some teachers feel that student assessment practices are robust, others may perceive them as inconsistent or insufficient. This variability could suggest that there is room for improvement in terms of standardized assessment practices across schools to ensure that teacher performance is closely aligned with student outcomes.

5. Conclusion

The study highlights that a positive learning environment significantly impacts teacher performance, with the majority of teachers agreeing that it enhances their effectiveness in the classroom. Additionally, the sense of

cooperation and communication within schools is an important factor in promoting a positive organizational climate. However, the mixed responses regarding leadership practices such as parental engagement and assessment practices point to areas that require attention. Schools should focus on improving consistency in these areas to ensure a more cohesive and supportive organizational climate. Ultimately, the study suggests that fostering a positive organizational climate, characterized by a supportive learning environment and effective leadership practices, can greatly enhance teacher performance and contribute to better educational outcomes.

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