

**ORGANISATIONAL CLIMATE AND ITS INFLUENCE ON THE  
PERFORMANCE OF FACULTY MEMBERS: A STUDY OF  
STATE GOVERNMENT COLLEGES IN MIZORAM**

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PERFORMANCE OF FACULTY MEMBERS: A STUDY OF  
STATE GOVERNMENT COLLEGES IN MIZORAM**

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**In partial fulfillment of the requirement of the Degree of Doctor of  
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This is to certify that the thesis entitled “Organisational Climate and its influence on the Performance of Faculty Members: A Study of State Government Colleges in Mizoram” written by Mr. C. Ephraim has been completed under my supervision.

He has fulfilled all the required norms laid down under the Ph.D. Regulation of Mizoram University. The thesis is the result of his own work and investigation. Neither the thesis as a whole nor any part was ever submitted to any University for any degree or award.

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4. He has also published research papers in the refereed journals which is mandatory prior to submission of PhD thesis under the said UGC Regulations 2018.

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**June, 2025**

I, C. EPHRAIM, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/ Institute.

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## ABBREVIATIONS

AICTE - All India Council for Technical Education

ANOVA - Analysis of Variance

CSR - Corporate Social Responsibility

DHTE - Department of Higher & Technical Education

DIET - District Institute of Education and Training

EI - Emotional Intelligence

EQ - Emotional Quotient

ER - Employee Relations

GOI - Government of India

GOVT - Government

HR - Human Resources

HRD - Human Resource Development

HRD - Human Resource Development

HRIS - Human Resource Information System

HRO - Human Resource Outsourcing

HRM - Human Resource Management

IGNOU - Indira Gandhi National Open University

IQ - Intelligence Quotient

IQAC - Internal Quality Assurance Cell

KMO - Kaiser-Meyer-Olkin

KVS - Kendriya Vidyalaya Sangathan

MBO - Management by Objectives

MBK - Mizoram Baptist Kohhran (Church)

MBSE - Mizoram Board of School Education

MHRD - Ministry of Human Resource Development

MPC - Mizoram Presbyterian Church

MZU - Mizoram University

NAAC - National Assessment and Accreditation Council

NCERT - National Council of Educational Research and Training

NCTE - National Council for Teacher Education

NEP - National Education Policy

NIELIT - National Institute of Electronics and Information Technology

NIRF - National Institutional Ranking Framework

NVS - Navodaya Vidyalaya Samiti

OB - Organizational Behavior

OD - Organizational Development

OD - Organizational Development

PCA - Principal Component Analysis

ROI - Return on Investment

RTE - Right to Education

RUSA - Rashtriya Uchchatar Shiksha Abhiyan

SCERT - State Council of Educational Research and Training

SSA - Sarva Shiksha Abhiyan

T&D - Training and Development

TA - Talent Acquisition

TL - Transformational Leadership

TQM - Total Quality Management

TQM - Total Quality Management

UGC - University Grants Commission

UNESCO - United Nations Educational, Scientific and Cultural Organization

WFH - Work from Home

WFH - Work from Office

WLB - Work-Life Balance

YMA - Young Mizo Association

# **CHAPTER 1**

## **INTRODUCTION**



## **CHAPTER 1**

### **1.1 INTRODUCTION**

Organisational climate is the term which has been extensively used in the study of management subject and human resource management in particular. The term was first used by Kurt Lewin, a psychologist and human behaviour theorist in the year 1939. In 1966, Litwin & Stringer operationalized the term and they defined organisational climate “as a set of measurable properties of the work environment perceived directly or indirectly by the people who live and work in this environment and assumed to influence their motivation and behavior.” According to Taguiris (1968) definition “organisational climate states that climate is the relatively enduring quality of the internal environment of an organization that is experienced by its members, influences their behaviour and can be described in terms of the values of a particular set of characteristics (or attributes) of the organization.” Benjamin Schneider (1975) defined “organisational climate as a mutually agreed internal (or moral) environmental description of an organization’s practices and procedures.”

Organisational atmosphere is therefore a diverse and subjective one, which is an inner atmosphere that varies from one entity to another based on their entity leaders ' strategies, interpretation and experienced by the employees, and motivation to guide activity. Colleges and institution also possessed a climate which differs from colleges to colleges which may influence teachers, student’s actions and feelings towards their colleges.

As educational establishments are the same as entities, the educational establishment has an organisational atmosphere. Such workplace frameworks are mainly based on the inherent atmosphere of the workers and are informed by the values and goals of the establishments. This is usually the people behavioural that define an organisational climate, although this involves a much to do with management strategies and administration which produces an organisational environment. The complex relationships between people who work, the coherence of corporate objectives and stakeholders and the social welfare steps that organizations pursue for their members are the organisational environment.

The organisational environment primarily represents an individual opinions and feeling towards the group he or she is a part of. It's a range of unique features and

attributes that workers interpret as being a major influence on their behaviour and attitude. Therefore, the large Organisational atmosphere can be interpreted as the organization's social environment.

The organisational atmosphere is a fairly permanent nature of the internal environment that influences the actions of the employees, and can be described in the meaning of a certain collection of organisational characteristics. If viewed individually, as many environments as there are persons in the business, the actions of the entities may be more important in assessing the overall effect on the climate and evaluating the consistency of the working environment. The atmosphere should be seen from a system-wide viewpoint. While climatic variations will occur in organizations, it will be merged to some degree to reflect the overall organisational environment.

## **1.2 DEFINITION OF KEY TERMS USED**

### *Organisation*

An organization is an instituted body of individuals having a common goal, particularly a business, service corporation, government, or education. The term organisation was derived from Middle English word “organizacioun”, which is rooted in Old French word “organizacion”, and the Latin word *organizare* that refers to “arrange systematically” or “organize.”

### *Climate*

The word climate refers to the characteristics of the atmosphere, such as temperature, moisture, wind, rain, and other factors, varying over additional significant time frame such as days or months. In general, the word is used to describe a specific area's atmospheric conditions. It was taken from the Greek word “*klima*,” which means “inclination” or “slope.” The term was first used by Greek astronomers to define the weather and the sun's position at a particular place. In the context of this study, the term “climate” refers to the collective perceptions and experiences of employees regarding their working environment. It encompasses the prevailing attitudes,

standards, and practices that define the day-to-day atmosphere within an organization.

### *Organisational climate*

Organizational climate is the pervasive feeling or vibe within an organization that establishes the norm for appropriate behaviour for the majority of employees. The phrase organizational climate was first used by organizational psychologists in the 1930s to describe workplaces' psychological setting and its influence on job satisfaction and success.

### *Government*

The term Government refers to the system through which a nation or community is managed or controlled, including institutions, ordinances, policies, and those in positions of governance. It was derived from the Old French word "gouverner," and the Latin term "gubernare." The term derives from the Middle English word "governaunce."

### *College*

It is a centre of higher learning education that awards degrees and credentials. The word "college" has its origins in the Latin term "collegium" referring to a group of individuals learning together and pursuing the same objectives. The institution of colleges in medieval Europe was often organized as guilds or associations of scholars.

### *Faculty member*

The term "faculty member" refers to an individual employed by an educational institution (usually a college or a university), responsible for teaching, research, and academic administration. Faculty members are central to educational programs, scholarly inquiry, student mentorship, and the realization of the institution's mission and vision. The term "faculty" was used in the early Middle English period; its roots originate in the Latin "faculta", which means "ability". In the context of the medieval

Latin-speaking world, it stood for a group of individuals with expertise in a certain field of study. Also to note that the researcher used both Teachers and Faculty member as interchange words in this study.

### *Performance*

Performance is the act or accomplishment of an objective, task or activity, often measured in terms of effectiveness, efficiency, fidelity, quality, safety, or satisfaction. Performance has its origin in the Middle English word “parfourmen,” indirectly from the Old French “parfournir,” which means “to fulfill”

### *Education*

Education is the method of receiving knowledge, skills, values, beliefs, and habits from teachers, trainers, or educational colleges. The word ‘education’ came to us from the Latin educare which means “bring up,” “to train,” and later “educate.”

## **1.3 A BRIEF SCENARIO OF EDUCATION IN MIZORAM**

Mizoram is one of the north-eastern state in India and, over the years, has made phenomenal progress in the field of education. Here is a brief highlight on Mizoram’s education scenario.

Mizoram’s literacy rate is always on top in the country and it is higher than the overall India’s literacy rate. According to the 2011 Census, Mizoram had a literacy rate of about 91.58%. As of now, literacy in Mizoram stands to be as high as over 95%. Mizoram government has made efforts to ensure quality school education is available to all its children. The state has schools run by the government and others privately owned by individuals and missionaries. All schools offer education up to the secondary level. Furthermore, the state has improved infrastructure, teacher quality and, general school performance.

Mizoram University is a central university established in 2001 in the state. The university offers one the variety of courses and programs from undergraduate to doctoral levels and from arts to science courses. Apart from Mizoram University, the

state government, and private colleges offer general education in arts, science, commerce, and professional courses.

Mizoram state runs vocational institutions that offer vocational courses like electronics, information technology, and computer applications. For instance, the state has the National Institute of Electronics and Information Technology in Aizawl.

The state supports inclusive education and ensures disabled and special children have access to mainstream schools. Efforts are made to make the learning environment friendly for everyone. Development of education is seen in the state but still education sector in Mizoram faces various challenges. The major issues include geographical limitation to develop necessary infrastructure in remote areas, constraints of current job market especially in the private sectors, teacher's requirement for emerging trends, and introducing corresponding curriculum. Besides, the drop-out rates especially among the disadvantaged class need to be addressed.

Mizoram's education landscape has demonstrated a capacity to offer high-quality education and promote student achievement in the state. Many accomplishments have been achieved in this direction, but many opportunities for improvement exist. In recent years, efforts have been made to overcome existing challenges and provide all citizens of Mizoram with equitable access to education.

#### **1.4 INTRODUCTION ON TEACHERS PERFORMANCE**

In an educational system, teachers play a vital, different position. The successful success of students is said to rely on the teachers' quality of teaching and skills possessed by the teachers. "One of the most difficult problems of educational research is to understand the efficacy of instructors, i.e. distinguishing between most effective teachers and less productive teachers (Coleman, 1998)". Teacher's success significantly depends on the process and techniques that an instructor performs during the teaching. Quality of teachers is considered to be linked to productivity of teachers (Medly and Shannon, 1994). Which human attributes render an efficient instructor in teaching efficiency? What can be physically, intellectually, and morally challenging to become successful teachers? To answer these questions, we first need

to understand as an individual the importance of factors influencing motivation and working environment.

Understanding the role of teacher, the methodology of teaching, the contents of the teaching also plays a crucial role in influencing the students learning outcomes (Sprinthal, 1994).

The professional and personal aspects of personality, perceptions, values and effective teaching methods are interconnected to each other. Teaching in colleges is a professional field where technical experts are put into academic practice that blends finely advanced communication and leadership abilities with a broad degree of specialty expertise. As educators, college teachers must be appropriate role models and demonstrate their student's dedication to intellectual standards, learning and development (Medly and Shannon, 1994).

The standards convey the level of teachers expected performance, without specifying how well a teacher will perform to be considered successful as a beginner or advanced instructor. The first move towards setting the level of performance is performance based standards. Professional consensus on expectations for what an instructor will learn and be willing to do is the first phase toward establishing evaluations of those skills. Once appraisal is planned, said to be accurate and effective, the discipline can then produce a reasonable expectations for teachers at sdifferent points in their professional work. Such "benchmark results" describe teachers ' expected performance thresholds for standards (Harper and William, 1997).

**Table 1.4 Standards for Teachers**

<b>Content</b>	The teacher understands the core concepts and structures of the disciplines and creates learning experiences that make the content meaningful to students.
<b>Human Development and Learning</b>	The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional and physical development of the students.
<b>Diverse Learners</b>	The teacher understands how students differ and adapts

	instruction for diverse learners.
<b>Communication</b>	The teacher understands and uses effective communication.
<b>Learning Environment</b>	The teacher understands individual and group behaviour and creates a learning environment that fosters active engagement, self-motivation and positive social interaction.
<b>Planning</b>	The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, and the community.
<b>Instructional Strategies</b>	The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding and application of knowledge.
<b>Assessment</b>	The teacher understands multiple assessment strategies and uses them for the continuous development of students.
<b>Professional Growth</b>	The teacher understands the importance of continuous learning and pursues opportunities to improve teaching.
<b>Professional Relationships</b>	The teacher understands the role of institution in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well-being.
<b>Educational Technology</b>	The teacher understands the role of educational technology in learning and uses educational technology as an instructional and management tool.
<b>Professional Conduct</b>	The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.

*Source: "Harper and William, 1997."*

## 1.5 ORGANISATIONAL CLIMATE IN EDUCATIONAL INSTITUTION

Organizational climate in educational institutions refers to the collective perceptions of the work environment shared by teachers, administrators, and other staff members. It includes aspects such as leadership style, communication patterns, decision-making processes, interpersonal relationships, and the physical environment, all of which affect the overall functioning of the institution. A positive organizational

climate is associated with increased job satisfaction, motivation, and performance among teachers, which, in turn, positively impacts student outcomes (Hoy & Miskel, 2005). The climate of an institution can also influence teachers' commitment, their willingness to adopt innovative teaching methods, and their ability to cope with changes in educational policies (Tschannen-Moran & Hoy, 2000).

The organizational climate in an educational institution plays a crucial role in shaping the overall environment, influencing faculty-student interactions and academic outcomes. A positive climate creates a foundation for success, impacting various aspects of institutional life. Faculty Morale and Satisfaction are significantly influenced by the organizational climate. When teachers feel valued and supported by their institution, they are more likely to be motivated, engaged in their work, and dedicated to delivering high-quality education. This enhances their job satisfaction and commitment, leading to better instructional practices and student outcomes. Student Engagement and Learning Outcomes are directly affected by a positive organizational climate. In an environment where students feel safe, respected, and supported, they are more eager to participate in their learning. This engagement fosters motivation and a sense of belonging, which results in better academic performance and more meaningful learning experiences. The institution's concern for students' well-being becomes evident, leading to a more enriching educational experience. A climate that fosters teamwork and collaboration promotes cohesion among faculty members, students, administrators, and other stakeholders. Such an environment enhances collaboration, with all parties working together toward common goals. The resulting teamwork improves the quality of teaching and learning, encourages innovative practices, and strengthens working relationships, contributing to the institution's overall success.

Studies show that a supportive organizational climate encourages open communication, collaboration, and professional growth among teachers. Conversely, a negative climate characterized by rigid hierarchies, poor communication, and a lack of resources can hinder teachers' performance and contribute to burnout (Collie et al., 2012). This highlights the critical role of school leaders and administrators in shaping a positive work environment that fosters both teacher development and student achievement (Leithwood et al., 2004). Furthermore, the organizational climate is



linked to the overall academic performance of students, as a healthy and collaborative work environment enables teachers to focus more effectively on instruction and student development (Kelley et al., 2005).

Innovation and creativity thrive in institutions with an open and supportive climate. When the environment encourages creativity, faculty and staff are empowered to propose new ideas and approaches to improve teaching and learning. This adaptability gives the institution a competitive edge, allowing it to respond effectively to changes in educational demands and to meet the needs of learners and stakeholders. Furthermore, retention and recruitment are positively impacted by a strong organizational climate. Institutions with an excellent climate tend to attract and retain talented faculty and staff, as individuals want to be part of organizations that add value to their personal and professional lives. This competitive advantage helps the institution build a workforce capable of fulfilling its goals and objectives. The organizational climate profoundly affects student well-being and development. Institutions that prioritize a positive climate often offer robust support services, mental health programs, and campus safety initiatives. These efforts contribute to the overall well-being and resilience of students, fostering an environment that promotes their holistic development. Institutions that provide such comprehensive support are more likely to attract and retain students, helping them thrive academically and personally. Whether positive or negative, the organizational climate of an educational institution significantly influences the experiences and outcomes of both students and faculty. Creating an inclusive, supportive, and positive environment not only promotes academic excellence and innovation but also contributes to the overall development of the students.

A significant aspect of organizational climate in educational institutions is its influence on teachers' professional behaviour and their engagement with students. A conducive climate supports collaboration, encourages professional development, and fosters a culture of trust, which are essential for the implementation of innovative pedagogical practices (Cohen, McCabe, Michelli, & Pickeral, 2009). Teachers working in environments where they feel respected, valued, and supported are more likely to engage in reflective practices and adopt new teaching methods that benefit student learning outcomes (Louis, Dretzke, & Wahlstrom, 2010). Furthermore,

research highlights that a collegial atmosphere promotes mutual support among teachers, which can reduce feelings of isolation and stress (Van Houtte, 2005).

The organizational climate also plays a pivotal role in shaping the resilience and adaptability of educational institutions, particularly in times of change or policy shifts. Schools with an open climate, where staff has a voice in decision-making and feel involved in the institution's development, are more adaptable to changes such as curriculum reforms or technological integration (McLaughlin & Talbert, 2001). On the contrary, institutions with a rigid and bureaucratic climate may face resistance to change, as teachers in these environments often feel alienated from the decision-making process and less motivated to implement new policies (Sergiovanni, 2001).

In addition to its impact on teachers, the organizational climate directly affects students. A positive climate contributes to a nurturing learning environment where students feel safe, supported, and motivated to learn. Research indicates that schools with a positive climate experience fewer disciplinary issues and higher levels of student engagement and academic achievement (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). Therefore, fostering a healthy organizational climate is critical for improving both teacher and student performance, making it a key focus for educational leaders and policymakers.

## **1.6 INTRODUCTION ON TEACHERS WORKING ENVIRONMENT**

Teachers are at the core of the teaching and learning climate, and their well-being reflects on the learner and the preparedness for the future of any knowledge disseminating institution. This section discusses the links between teachers and their working environment, including school culture, leadership dynamics, resource allocation, and management of teacher's morale and effectiveness. Many factors that determine the quality and effectiveness of the teaching force beginning from the classroom to teachers' lounges. These conditions are collectively referred to as the work environment include school culture, social relationship with colleagues, support from the school administration and education boards, and remuneration and workload. A favourable work environment will have a conducive working climate encouraging cooperation, recognition, and mutual respect among teachers while a deleterious one will foster stress, burnout, and increased staff turnover.

The work environment in which teachers operate plays a critical role in shaping their professional experiences, job satisfaction, and overall effectiveness. Research has consistently shown that a supportive and conducive work environment positively influences teachers' motivation, commitment, and instructional quality (Ingersoll, 2001). Teachers who feel that their workplace fosters collaboration, provides adequate resources, and supports professional growth are more likely to be engaged and perform at higher levels (Johnson, Kraft, & Papay, 2012). On the other hand, a stressful or unsupportive environment can lead to burnout, high turnover rates, and a decline in teaching quality (Skaalvik, 2010).

Culture of school refers to a set of shared values, beliefs, norms, and practices that define the identity and ethos of a school. A family-like school culture promotes a sense of collegiality, camaraderie, and commitment among teachers, enhancing collaboration, creativity, and innovation. In contrast, a negative or toxic school culture fraught with cliques, hostility, and politics can diminish morale, motivation, and performance. School climate, which refers to the general mood and attitude in a school, encompasses all aspects from safety, discipline, and order to relationships, student engagement, and other factors. A supportive school climate more conducive to teacher well-being and job satisfaction sets the stage for effective teaching and learning.

A significant factor in teachers' work environment is the quality of leadership and administrative support. Schools where principals and administrators demonstrate strong, supportive leadership tend to have higher levels of teacher satisfaction and retention (Leithwood & Jantzi, 2005). Effective leaders create environments where teachers feel empowered to participate in decision-making processes, collaborate with colleagues, and continuously develop their teaching skills (Hallinger, 2011). This sense of autonomy and professional respect directly impacts teachers' sense of purpose and their long-term commitment to the institution. Principal leadership is a major factor in promoting school organizational health including teachers' well-being and performance. School head teachers or department authorities create the motivational, inspiring, and supportive atmosphere that fosters teachers' creativity and initiative. Department heads provide a shared vision and model the way toward ambitious goals. In contrast, weak administrative leadership plagued with lack of

direction, micromanagement, and poor communication undermines teachers' confidence and morale.

Furthermore, the physical and social environment within the school also impacts teachers' performance. Schools with well-maintained facilities, adequate teaching resources, and a collegial atmosphere provide teachers with the tools they need to succeed (Buckley, Schneider, & Shang, 2005). In contrast, inadequate resources, poor infrastructure, and negative social dynamics can hamper teachers' ability to deliver high-quality education and can contribute to feelings of frustration and helplessness (Day et al., 2007). Research also highlights that teachers who work in a positive school climate—where they experience respect, trust, and mutual support—are more likely to show higher levels of job satisfaction and emotional well-being (Collie, Shapka, & Perry, 2012). Resources and support are necessary to enable teachers to fulfill their roles effectively and perform to the maximum of their abilities. Resources include physical materials and facilities as well as human resources such as mentors, counselors, and supportive staff. In-service education and professional development programs and courses are also an important type of resources all schools should provide to their educators.

Teaching is a profession associated with high levels of workload and stress. The need to prepare lessons, grade assignments, manage a classroom, communicate with parents, and participate in extra-curricular activities is overwhelming. Supportive working conditions entail providing teachers with the needed resources, time, and control over their work activities. Other arrangements such as establishing clear expectations, realistic schedules, delegation, and work-life balance programs can help minimize stress and reduce the risk of professionals becoming burned out.

Teaching involves promoting an environment for educators to develop and be recognized for their efforts. Career growth, continuous education, and promotion improve job satisfaction. Teachers' achievements, anniversaries, and inventions demonstrate the appreciation of work and inspire people to excel. Practical awards and grants, the sabbatical causes, and leadership careers provide a great opportunity to appreciate the potential of professional educators. Teachers are an integral part of the educational process, and the environment in which they work significantly

influences their work and well-being. Creating the right environment, such as leadership, collaboration, great works, and recognition, will help produce great teaching and better results in learning. School officials and creators must develop and maintain a strong work culture that keeps great teachers in our schools. Investing in professional development, appreciation, and support is a critical determinant of teachers' results and the wonderful work they do each day. Overall, teachers' work environments are vital in determining their professional satisfaction and success. Schools and colleges that invest in creating supportive, resource-rich, and collaborative environments for their teachers foster better teaching practices and ultimately improve student outcomes.

### **1.7 SIGNIFICANCE AND SCOPE OF THE STUDY**

The current research contributes a significant role as it bridged a gap in the existing literature and yields important insights about the connection of organizational climate and faculty performance in the specific context of states Government College in Mizoram. This study improves the current knowledge base in terms of how organizational determinants may affect teaching performance, research productivity, and job satisfaction as a whole among members of faculty and improves overall performance of colleges.

The result of the research provides a foundation for realizing the organizational reforms targeted at improving the work environment and overall performance of faculty in state government college. Policymakers can use the knowledge gained to design approaches to promote organizational climate that support the growth of faculty and learning of students. Mizoram state government colleges may use the information on this study to stabilize their existing organizational failures. The suggestions may help in trying to strengthen college morale and faculty motivation for better learning and teaching outcomes. Understanding the factors that control the faculty performance can influence the formation of professional development that meets the requirement of the faculty of the state colleges. Institutions can help the faculty in fostering their development through training capacity building and professional development to achieve academic growth. The positive study of organizational climate is part of the organization that enhances the faculty capacity

of staying or attracting other brilliant ones. Institutions that create a good working environment have high chances of retaining and recruiting educators; it is good for the progress of the institution and its sustainability. These findings from this study can also have an impact for student learning outcomes and tertiary learning and education collectively. A positive presence of organizational climate may produce faculty motivation and strengthen the teaching capacity to improve students' satisfaction and overall performance of colleges. Focusing on the state government colleges in Mizoram, this particular idea holds significant relevance for the regional context. By that, this study enlightens the specific challenges and opportunities of the faculty members from Mizoram that can add insightful thoughts on how the dynamics of organization's climate can be varied based on geographical context.

Finally, this study might hold significant value for academic as by providing empirical research and theoretical understanding of the relationship between organisational climate and performance of state colleges' teachers in Mizoram. It also stimulates further research and scholarly discussion involving these diverse topics and the understanding of organizational dynamics in education sector. The study broadly scopes the policy, brings knowledge to institutional progress, covers the faculty development, and ultimately strives for academic excellence in higher education.

## **1.8 DESIGN OF THE STUDY**

### **1.8.1 Statement of the problem**

Many higher education institutions and colleges are undergoing a shift in quality education perspectives. India is constantly striving for quality and equity in the educational sphere, and colleges are no exception. There is indeed a common idea that growth in academic institutions at university and college levels over the years has resulted in quality and standard dilution, which then in turn has affected human resource quality. An institution's workplace environment is closely related to attitude and actions of teachers. High-performance organizations tend to make optimum use of everybody's resources that influence their commitment, work motivation, job satisfaction, and efficacy. It is possible that due to the negative presence of organizational climate in the institutions that it may degrade the quality and

performance of the working faculty members therefore it is a challenge to carry out a research in this area to understand the in-depth knowledge and examine the significant influence of organizational climate on state government colleges in Mizoram. Since the current status of organisational climate in Mizoram's government colleges is not known, it is a question which need to be answered and an issue that has to be studied in depth details of organisational climates dimensions and its influences on the performance of teachers in order to draw a constructive findings and enable to make recommendations for the betterment of administration, for the policy makers and for the quality improvement of education for the state holistically.

### **1.8.2 Research Questions**

A research question is a specific, focused query that a study seeks to answer. It defines the scope of the research and guides the investigation process, determining what the researcher wants to explore or understand. A good research question addresses a gap in existing knowledge, seeks to solve a problem, or aims to add new insights to a field.

Research questions are critical for shaping the research design, methodology, data collection, and analysis. A well-formulated research question is clear, concise, and researchable, providing a strong foundation for any academic or scientific study.

1. What is the current position of organisational climate in the state government colleges of Mizoram?
2. What is the present status of teachers' performance in the state government colleges of Mizoram?
3. Is there any significant relationship between organisational climate and teachers' performance?
4. How does organisational climate plays an important role in higher education?

### **1.8.3 Research Objectives**

Research objectives are specific goals or targets that guide the direction of a research project. They outline what the researcher intends to achieve through investigation and provide a clear focus for their efforts. Research objectives typically stem from the problem statement and help researchers define the scope and purpose of their study. They serve as a roadmap for conducting the research and help ensure that the study remains on track and delivers meaningful results.

These are the objectives of the present study that the research has created:

- i. To analyse the position of organisational climate in the state government colleges of Mizoram.
- ii. To examine organisational climate in relation to gender variation and location of the colleges.
- iii. To assess teachers' performance of state government colleges in Mizoram.
- iv. To examine teachers' performance in relation to gender variation and location of the colleges.
- v. To examine the relationship between organisational climate and teachers performance of state government colleges in Mizoram.

### **1.8.4 Hypotheses of the study**

A research hypothesis is a statement that predicts and tests the relationship between two or more variables in a research study. It's a tentative explanation about the expected outcome of the research.

H<sub>0</sub>1: There is no significant relationship between organisational climate and its categorical variable gender.

H<sub>0</sub>2: There is no significant relationship between organisational climate and its categorical variable location of the college.

H<sub>0</sub>3: There is no significant relationship between teachers' performance and its categorical variable gender.

H<sub>0</sub>4: There is no significant relationship between teachers' performance and its categorical variable location of the college.



### **1.8.5 Research methodology**

The term methodology varies depending on the specific industry. A methodology for study is a structured framework developed by a researcher to guide the process of conducting research. It provides comprehensive information on the essential procedures for obtaining the expected data, conducting analysis, and addressing any potential concerns. The overall layout of how one approaches their research was acknowledged.

A well-designed research methodology can significantly ensure the accurate collection of relevant data pertaining to the problem under investigation. The system serves as a framework for conducting an exploratory studies, guiding the collection and analysis of data. An effective research design facilitates the seamless execution of research activities, and when properly organised and planned, it enables the researcher to gather a substantial amount of data. The selection of the design in research has a profound impact on the quality of the exploratory discoveries made by the organisation. It can be regarded as a robust foundation for completing any research project.

As defined by the Oxford Languages Dictionary, “methodology refers to a structured set of approaches employed within a specific field of study or practice.” According to the Cambridge Dictionary, it is defined as "a set of methods for doing, teaching, or studying something." Methodology refers to the principles or techniques used to identify solutions for a topic of study. The specific methodology employed may vary depending on the necessary solution for the problems. According to Polit & Hungler (2014), “methodology pertains to the techniques used to acquire, arrange, and examine data.” Mouton & Marais (1996) defined “methodology in research as the framework for making accurate scientific conclusions.”

Choosing a suitable research methodology enables a researcher to minimize errors, enhance efficiency, and ensure high-quality outcomes. It eliminates biases and minor errors, avoids time wastage, facilitates the collection of research material, and guides the researcher towards the research objectives. In this study the researcher aligned the objective of the study with appropriate methodologies by defining the population

of the study, sample of the study, sampling techniques, data collection, standardized tools of Questionnaires and appropriate statistical tools for data analysis.

#### **1.8.5.1 Population of the study**

According to Best & Kahn (2011), “A population is any group of individuals (or objects) that has one or more characteristics in common and that is of interest to the researcher”. It should have at least one common characteristic to distinguish the group from others. A population is the pool of people from which a measurable example is drawn for an investigation. Along these lines, any determination of people gathered by a typical component could be a population.

The population of this study covers all the general Undergraduate colleges funded by Government of Mizoram including all the teachers working in state government colleges and all the students studying in the state government colleges of Mizoram. A population is said to be the entire group of people or object that the researcher wants to draw conclusions about, therefore the current study population is set on the entire general UG colleges where general courses such as B.A, B.Sc, B.com etc. courses are served and not of a technical/professional courses such as medical, engineering, training institutions, other institution etc. so that the study results will be more accurate and enable to generalize for specific data set of population.

**Table 1.8.5.1 Population of the study**

<b>Sl.</b>	<b>Name of College</b>	<b>Number of Teachers</b>	<b>Number of Students</b>
1	Govt. Lunglei college	61	1029
2	Govt. Champhai college	67	691
3	Govt. Serchhip College	55	408
4	Govt. Aizawl College	55	1236
5	Govt. Saiha College	23	345
6	Govt. Kolasib College	33	661
7	Govt. Hnahthial College	28	127
8	Govt. Hrangbana College	66	1962
9	Govt. Lawngtlai College	34	276

10	Govt. Zirtiri science college	66	749
11	Govt. Mamit College	25	156
12	Govt. J.Buana college	37	435
13	Govt. Saitual college	28	170
14	Govt. Khawzawl college	22	82
15	Govt. Zawlnuam college.	19	41
16	Govt. Aizawl North College	28	1176
17	Govt. Aizawl West College	22	829
18	Govt. T Romana college	42	1326
19	Govt. J.thankima College	20	794
20	Govt. Kalamnagar college	25	374
21	Govt. Johnson college	32	1173
	<b>TOTAL</b>	<b>788</b>	<b>14040</b>

Source: “College Development Council, Mizoram University, 2021”

#### 1.8.5.2 Sample Size and Sampling technique

A sample is a subset of a population that is statistically significant and accepted as representative of the complete population. In the current study, samples have been selected to accurately represent the population of all the faculty members and students of the population specified.

In this study, the researcher gathered the statistical record of “Higher and Technical, Government of Mizoram” along with the statistical record of College Development Council of Mizoram University, the state has 21 general undergraduate government colleges where conventional courses UG degrees such as B.A, B.Sc, B.com etc are provided and those said colleges consist of 788 teachers and 14,040 students respectively as per 2020-2021 CDC records.

The researcher adopted one of the widely used sample size selection technique called “Krejcie and Morgan Sample size determination”, based on that formula a total number of 260 samples were drawn from the teachers’ population and a total number of 375 samples were selected from the students’ population respectively.

### About the sample size determination

Krejcie and Morgan's (1970) formula for sample size determination is widely recognized for its simplicity and reliability in social science research. Their formula is based on the assumption of a defined population, offering a straightforward method to determine an appropriate sample size that minimizes the margin of error and increases the precision of results. It is particularly useful when the researcher is dealing with a finite population and does not have the luxury of surveying an entire group.

The formula considers key statistical concepts such as population size (N), desired confidence level (typically 95%), and the margin of error (e). In their work, Krejcie and Morgan simplified complex sample size calculations by providing a ready-made table for researchers, eliminating the need for complicated statistical equations. The table indicates the required sample size for different population levels, allowing researchers to quickly reference the appropriate sample size for their study.

The main advantage of Krejcie and Morgan's approach is that it ensures the sample is representative of the population, which increases the validity and reliability of the study's findings. However, it assumes that the population is normally distributed and that sampling is random, which might not always align with real-world conditions. Despite these limitations, their method remains a foundational tool in survey-based research, offering an accessible and effective way for researchers to determine the necessary sample size for their investigations.

**Table 1.8.5.2 'Krejcie and Morgan Sample'**

Population Size(N)	Sample Size(S)	Population Size(N)	Sample Size(S)	Population Size(N)	Sample Size(S)
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322

55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	<b>15000</b>	<b>375</b>
160	113	<b>800</b>	<b>260</b>	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Source: “Krejcie and Morgan (1970)”

Formula for references:

$$S = \frac{X^2 NP (1 - P)}{d^2 (N - 1) + X^2 P (1 - P)}$$

where, s=required sample size

$X^2$ = Value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N=population size

P= population proportion (assumed to be .50 since this would provide maximum sample size)

d= degree of accuracy expressed as a proportion (0.05)

Source: Krejcie and Morgan (1970)

Note: There is no need of using the formula since the table of determining sample size has all the provisions that is require to arrive at the sample size.

### **Sampling Technique**

A sampling technique is the method used to select a subset of individuals or items (the sample) from a larger group (the population) for research purposes. It helps researchers gather data without studying the entire population, saving time and resources. Sampling can be broadly classified into two types: probability sampling, where every member of the population has an equal chance of being selected (e.g., random sampling), and non-probability sampling, where selection is based on criteria like convenience or judgment (e.g., purposive sampling). The choice of technique depends on the research objectives, population size, and the need for generalizability.

For the sampling technique the researcher used stratified random sampling method as the population has to be sub-divided into two group or strata. The population was divided into two strata i.e. Teachers Strata and Students Strata respectively. Then from each stratum a sample was drawn randomly by random number generator and with the help of Morgan sample size determination formula, then the final number of the sample size was derived from each stratum in proportion to its size of the population. In this sampling of the study, all the eleven (11) districts of Mizoram are covered where all the state government colleges are located.

#### **1.8.5.3 Data collection**

Data collection is the process of gathering information relevant to a research study from various sources to answer research questions or test hypotheses. The accuracy and reliability of data collection are crucial to ensuring valid and meaningful results. Researchers must select appropriate tools, ensure ethical practices, and minimize biases during data collection to achieve credible findings that can support their analysis and conclusions.

The research objectives gives a direction in examining the position of organisational climate and its influence on the performance of faculty members therefore the researcher adopted a standardized tool and distributed a structured questionnaire for both the teachers and students.

- A questionnaire of closed ended with rating likert scale consisting of 45 items to find out the prevailing organisational climate in the state government colleges.
- A questionnaire of closed ended with rating likert scale consisting of 20 items to find out the performance of faculty members in the state government colleges.
- Secondary data such as government reports, Statistical handbook, Articles, Books and other data were also employed in this study.

The Covid-19 pandemic was a huge challenge that affected data collection efforts globally. The lockdowns, social distancing, and the restriction of movement interfered with traditional data collection methods to a great extent. Nevertheless, the challenging situation called for innovation, and various data collection efforts such as online surveys, digital data collection tools, and data mining became prevalent since then. In general, adaptations, and flexibility became the norm for working with data under highly complex and unforeseen circumstances.

Due to the said Government restrictions and guidelines of Standard Operating Procedure (SOP) during the time of data collection, the researcher of this study with the help of college teachers' assistance had distributed an e-questionnaire in the form of electronic device online mode to the respective respondents efficiently. Responses received through questionnaires from faculty members and students were used as a source of data for the purpose of the study.

#### **1.8.5.4 Tools used in statistical analysis**

Statistical tools are indispensable for researchers across disciplines for several reasons. It enables researchers to summarize and interpret complex datasets, providing insights into patterns, trends, and relationships within the data. This descriptive analysis forms the foundation for further investigation and hypothesis testing. Using appropriate statistical tools is very important as it facilitate inferential analysis, allowing researchers to make inferences about populations based on sample data and draw a meaningful conclusion from empirical evidence.

In this study, the researcher analysed the data by using appropriate statistical tools such as descriptive statistics, mean, frequency, percentage, ANOVA, regression analysis, KMO test, PCA and Bayesian Estimates of Coefficients respectively. The researcher also used pictorial presentation such as charts, tables, and network mapping techniques for bibliometric analysis.

## **1.9 Chapterisation**

### **Chapter 1: Introduction**

Chapter 1 introduces the study, covering the concepts of organizational climate and teachers' performance, with a focus on educational institutions in Mizoram. It defines key terms, highlights the significance and scope, and provides the research design, including objectives, hypotheses, and methodology. The chapter also outlines the data collection process and statistical tools used, concluding with a summary of the thesis structure.

### **Chapter 2: Profile of the study area**

Chapter 2 gives an overview of Mizoram, including its socio-cultural context, followed by the history of education in the state. It concludes with a focus on the higher education system in Mizoram, detailing its current status and challenges.

### **Chapter 3: Literature review**

Chapter 3 presents a literature review, starting with an introduction to the significance of existing research. It examines studies on organizational climate and its relevance to the educational sector, followed by a review of literature on teachers' performance and its relationship to organizational climate. It also discussed the research gap and Bibliometric Analysis.

### **Chapter 4: Analysis and interpretation**

Chapter 4 focuses on the analysis and interpretation of data, beginning with an overview of organizational climate. It includes the testing of hypotheses related to both organizational climate and teachers' performance, concluding with an



examination of the relationship between the organizational climate and teachers' performance.

#### Chapter 5: Findings, suggestions and conclusion

Chapter 5 presents a summary of the research findings, emphasizing the major findings of the study. It provides suggestions for enhancing organizational climate and teachers' performance while addressing the limitations of the research. The chapter concludes with a comprehensive overview of the study's implications and contributions.

## **CHAPTER 2**

### **PROFILE OF THE STUDY AREA**

## **CHAPTER 2: PROFILE OF THE STUDY AREA**

### **2.1 MIZORAM: AN OVERVIEW**

Mizoram is known for its cultural heritage, stunning landscapes, and resilient people. It is one of the states in India situated in Northeastern region. Covering a total area of around 21,087 square kilometers, Mizoram boasts of green hills, breath-taking waterfalls, and diverse biodiversity. The state has a unique identity in the form of the Mizo language, culture, and traditions stemming from the different Mizo tribes, which constitute the majority of the state's population. The majority of Mizoram's economy is agriculture, with a large proportion of the state's population engaged in jhum cultivation, horticulture, and sericulture. There is a high-quality production of fruits, including oranges and pineapples. In recent years, efforts have been made to diversify the economy and set up tourism, handicrafts, and small-scale industries. However, the economy encounters hurdles arising from geographical factors and limited infrastructure. Mizoram is a state of struggle, resilience, and triumph. Previously referred to as the Lushai Hills before being annexed to India, Mizoram was the homeland of different Mizo tribes. In the colonial era, Mizoram was under the British, during which time the socio-political landscape was influenced. After attaining independence, Mizoram experienced trouble with Insurgency and separatist movements. However, through a series of negotiations and accords, the state achieved stability. Mizoram was recognized as a state in 1987. The state's culture is illustrated by the de facto attire of the various Mizo tribes, consisting of a vibrant wraparound functional for both men and women, which are worn mostly during the state's festivals. Mizo culture is also reflected in their dance, songs, and music. Cheraw, or bamboo dance and Chheih Lam, or pound dance, are traditional Mizo dances that are popular among tourists. Mizo cuisine is a vital aspect of Mizoram's cultural heritage. Mizo cuisine is well-known for its simple yet heavenly flavors. The culinary legacy of Mizos is an extraordinary testament of human's resilience and creativity in overcoming the-challenging conditions they live in. The primary ingredients in Mizo cuisine are rice along with fish, meat, vegetables grown in their farmland. Some dishes such as Bai, Vawksa Rep, and fermented bamboo shoot or Zu are popular with the locals. The state's natural beauty is simply breath taking, with

breath taking hills, thick forests, and clean rivers that might charm any visitor. The state is also a host to few national parks and wildlife sanctuaries like “Dampa Tiger Reserve”, “Murlen National Park”, which serves as the haven to a variety of flora and fauna. Aizawl is a popular tourist destination that offers stunning scenic views and pleasant weather, providing a glance right that assists the people comprehend who Mizos indeed are. The Christian missionaries were also responsible for the significant change in the socio-cultural aspect of the state by 19 th century. Religion plays a huge role in Mizoram’s daily lives, with Christianity being the dominant religion, and it’s currently ranked among the states with the most important Christian population. The state has a dynamic and expanding Christian population, and churches and Christian festival holidays are an integral part of Mizo culture to this day. Traditional beliefs and traditional practices such as animal sacrifice and practices conducted by the way of ‘teial’ are also observed in some various areas of Mizoram, contributing to the religious diversity in the state.

In spite of the natural beauty and cultural richness of Mizoram, the state faces numerous challenges that prevent it from proper development. In many regions of the state, the infrastructure is almost non-existent, namely road connectivity and power supply. There is a great need for a considerable improvement in educational and medical facilities to meet the population’s needs. Moreover, Mizoram is often subjected to catastrophic landslides and floods, so disaster management should be developed urgently. Mizoram, in the end, is a state of great promise, yet passable through the same stumbling blocks as much of the northeast states it seeks to live up to. Investment its cultural history and the outstanding natural landscapes that spread out from it, Mizoram is a place of tremendous potential for discovering. As it proceeds to its developmental journey, Mizoram represents the indomitable spirit of people who have beaten adversity with untiring strength and conviction.

Fig 2.1 Map of Mizoram



*Source: Statistical Handbook 2022, Directorate of Economics & Statistics, Mizoram*

A relatively small state in terms of area and population, Mizoram holds a distinct cultural and geographical significance. The following description presents a dynamic picture of the state:

#### Demographic of Mizoram

- The overall population of Mizoram consists mainly of different Mizo sub-tribes such as lushai, lai and lakher etc. They mainly are of the Tibeto-

Burman ethnic origin. Christianity is the predominant religion, and most Mizo people adhere to various denominations.

- The official common language of Mizoram is Mizo, which belongs to the Tibeto-Burman language family. Still, in many administrative areas, English is also realistically and regularly used as the medium of communication.

**Geography and Climate:** The state is a hilly area, and the Tropic of Cancer passes through the northern part. Mizoram is a neighbouring state of Tripura, Assam, Manipur, and sharing international borders with Myanmar and Bangladesh country respectively. The geography of Mizoram has a great impact on its climate. The state has a Sub-Tropical climate that has mild winters and warm summers. Due to the Monsoon season occurring from May to September, the state receives heavy rainfall and keeps the region greenish.

**Culture and Society:** Apart from its tribal traditions, rich culture, and festivals, Mizoram is known for its cultural festivals, traditional dances, and native music. The bamboo dance or Cheraw and the rice pounding dance known as ‘Chheih Lam’ is highly valued and performed during a variety of festivals and events. The traditional attire of Mizoram, a form of vibrant wraps worn by both men and women, displays the state’s rich cultural history.

**Economy:** The economy of Mizoram is predominantly dependent on agriculture. Farmer is engaged in the cultivation of Jhum or slash-and-burn agriculture, which has been a long-standing tradition of the Mizo tribes. Horticulture and sericulture are the other economic activities. There has been an attempt to grow tourism, handicrafts, and a small industry to broaden the horizons of the economy.

**Tourism:** Due to its natural beauty and rich cultural heritage, Mizoram is one of the favorite tourist destinations for those looking to experience something unexplored and peaceful. The state boasts a treasure of natural outcomes, including thick woods, waterfalls, mountain pastures, and valleys. A few tourist sites are as follows:

*Capital city Aizawl:* Known for its lush environment, bustling fair prices, and cultural histories. Some important places to visit in the city are such as the Mizoram State Memorial, Durtlang Hills, and Solomon's Temple etc.

*Reiek:* Reiek, a charming hill station about 29 Km from Aizawl, offers vistas of splendid valleys and peaks. Reiek Tlang provides trekking, and this is a well-known destination for nature enthusiasts.

*Tam Dil:* This tiny lake, which is surrounded by greenery and hills, is known as "Lake of Mustard". Visitors can enjoy family dinners, boat rides, and other recreational activities on 'Tam Dil' Lake.

*Phawngpui:* It's also known as 'Blue Mountain' and is the tallest mountain in Mizoram. Phawngpui offers a breathtaking panorama of the area, bordering on the hilly terrain. Phawngpui National Reserve, located at the top of the mountain, abounds with features and unique flora, including orchids, rhododendron, and orchids.

*Vantawng Falls:* It is located near the town of Thenzawl, a spectacular nature. Vantawng Falls, which descend over 750 ft length, is one of the most extraordinary states of the nation. It presents a remarkable display during the Monsoon era.

More than these, Mizoram offers several vivid troublous, music, traditional handcrafting and so on. Visitors can celebrate Mizo cultures, music, choreography, and cuisine at the annual festivals such as Chapchar Kut, Mim Kut, and Pawl Kut, a Mizo traditional holiday.

#### Administration and Governance:

Mizoram is a representative democracy following the parliamentary system of government resembling other states of India. It has an unicameral legislature and state legislature Governor appointed as the ceremonial head of the state by the President of India. The Chief Minister heads the executive branch of the state government.

Mizoram faces a multitude of challenges, which include a lack of infrastructure, insufficient healthcare facilities, and industrial base. The geographical isolation and connectivity problems severely hinder the state's development. Environmental degradation is a significant challenge plaguing Mizoram, primarily caused by

excessive deforestation and unscrupulous agricultural practices. Mizoram is unparalleled in its rich cultural heritage, scenic landscapes, and resilient populations. The state offers an entirely unique perspective to the diverse tapestry of India. Despite the multitude of challenges, there is ample scope for growth and development. While much more progress needs to be made to address these pressing issues, efforts are being made to devise solutions and tap into the state's potential for a prosperous future.

Table 2.1 Mizoram at Glance

1. MIZORAM	Mizoram is situated in the North Eastern part of India. It shares 404 km and 318 km long international borders with Myanmar and Bangladesh respectively.
2. State Capital	Aizawl. It is located in the northern part of Mizoram at an altitude of 1132 meters above sea level.
3. State Animal	Saza (Serow)
4. State Bird	Vavu (Pheasant)
5. State Tree	Iron Wood (Herhse)
6. State Flower	Senhri (Red Vanda)
7. Highest Mountain	Phawngpui, in Lawngtlai District, with an elevation of 2157 metres
8. Longest River	Tlawng River, measuring 185.15 km. It originates in Zopui Hill (Near Zobawk in Lunglei) at an elevation of 1395 metres (4577 ft).
9. National Parks	Murlen National Park, Phawngpui National Park
10. Main Rivers	Tlawng, Tiau, Chhimtuipui, Tut, Tuivai, Tuichang, Tuirial, Mat, Tuivawl, Tuirini
11. Important Wildlife	i) Animals : Serow, Hoolock Gibbon, Binturang, Indian Bison, Clouded Leopard. ii) Birds : Hume's Pheasant, Great Indian Hornbill, Hornbill, Peacock Pheasant, Kalij Pheasant
12. Forest Area	17820 km <sup>2</sup> (84.53% of the state geographical area) as per India State of Forest Report, 2021

*Source: Statistical Handbook 2022, Directorate of Economics & Statistics, Mizoram*



## **2.2 EDUCATION IN MIZORAM AND ITS HISTORY**

The system of education in Mizoram encompasses a wide range of formal educational institutions, including primary schools, universities, training institutions, and technical courses. Compulsory education is enforced by the Indian government, which stipulates that all individuals must complete education at least to the elementary level. Public schools are funded to be tuition-free, and students are supplied with complimentary textbooks and school meals. In 1894, the formal education of Aizawl commenced under the guidance of two British Christian Missionaries, who taught a meager quantity of students whom they trusted for additional teaching and their evangelistic efforts. In 1897, the Indian government established its first school in Aizawl . The middle school was established in 1906, followed by a secondary school in 1944. The first higher educational establishment, Pachhunga University College, was founded in 1958, is later a part of the Mizoram University. The Indian University Grants Committee established the Mizoram University in 2001. The university also has several affiliated colleges offering various courses in the state.

In most cases, the progression of education is characterized by a smooth transition from elementary school to secondary school. Secondary school pupils are only allowed to pursue the career courses or interests that they have chosen for themselves. The state government initiated the establishment of the Industrial Training Institute in Aizawl in 1964 to offer craftsmanship training courses such as tailoring, mechanics, electrical work, cookery, and more. It is worth noting that Mizoram was a part of Assam state at that time. The introduction of technical and vocational courses in education began in the 1980s. There are currently several diverse prospects in technical courses, medical courses, engineering and business courses, etc. that makes the student more focused and specialised on their careers growth. Despite its education system being implemented relatively late, According to the outcomes of the most recent census conducted in 2011, Mizoram has earned the second highest literacy rate among all of India's states, which is 91.58%.

### **2.2.1 History of Education in Mizoram**

According to Lianzawna, C (1996) and Vumson (1987) “Before the Mizos' homeland was annexed by the British Empire in 1890, they did not have a written language and were entirely illiterate. Zawlbuk, the traditional educational institution, served as the primary disseminator of information. In 1894, two English missionaries, Dr. (Rev) J.H. Lorrain and Rev. F.W. Savidge, arrived in Aizawl as part of the Arthington Aborigines Mission. They immediately started creating Mizo alphabets by utilizing the Roman letter. After a short stay of about two and a half months, they started the first school on April 1, 1894. Suaka and Thangphunga were the only students in their class. The two educators were amazed by how quickly their pupils learned the new alphabets in just one week. The first edition of Mizo Zir Tir Bu (A Lushai Primer) was released on 22 October 1895, establishing it as the first publication in the Mizo language. In 1898, Rev. D.E. Jones, a Welsh missionary affiliated with the Calvinistic Methodist Mission, commenced the provision of education that received official recognition from the government. He taught a group of around thirty kids on the porch of his house. He was aided by a Khasi couple named Rai Bhajur and his wife. In 1897, a government school was founded in Lunglei, which employed the Bengali script for educational endeavors. In 1901, the government acknowledged and honored Lalluava, the Chief of Khawngbâwk, for his valuable contribution to the British by building a primary school in his village. By 1903, educational institutions had been founded in fifteen distinct locations. In 1903, the British administration began promoting education by granting exemption from compulsory labor, referred to as "kuli," to individuals who successfully completed primary school up to class-IV. In addition, they offered scholarships to exceptional students and financial assistance to established institutions.”

Initially, a scholarship was awarded to a group of 8 students, with each student receiving a monthly payment of INR 3 for duration of 2 years. The inaugural Lower Primary Exam, a comprehensive assessment, took place on 25 June 1903. The examination included a total of 19 candidates, consisting of 17 boys and 2 girls. Eleven of them succeeded. During his visit to Mizoram (which was formerly known as Lushai Hills) in February 1904, Sir Bamfield Fuller, who was the Chief

Commissioner of Assam at the time, expressed his utmost satisfaction with the mission schools. As a direct consequence of this, he decided to swiftly issue an order to close all of the government schools. Furthermore, he presented the Gold Medal to Chhuahkhama, who was awarded it among the male competitors, and Saii, who was granted it among the female participants. The entire educational administration was given the responsibility of carrying out the mission in 1904, and Reverend Edwind Rowlands was appointed to the position of the first Honorary Inspector of Schools on April 1st of that year. The first middle school, which was formerly known as the upper primary school, was created in the year 1906 in the city of Aizawl. The inaugural Mizo High School, known as the first of its kind, commenced operations in February 1944 at Zarkawt. Class VII had a total of 56 students, with Rev David Evan Jones serving as the headmaster.

According to the 1941 Census, “Mizo(Lushai) had achieved the highest literacy rate in India, which was 36%.” “Until the late 1952, the church oversaw elementary education through an Honorary Inspector of Schools. On April 25, 1952, the Lushai Hills region was established as the Mizo District Council under the administration of the Government of Assam. The government established the position of Deputy Inspector. In 1953, the title of Honorary Inspector was replaced with the designation of Secretary, Education Management Committee. During this period, all elementary and middle scholarship tests were organized. The inaugural Basic Training Centre, dedicated to the training of teachers, was established in 1953. Pachhunga University College, originally known as Aijal College, was established on 15 August 1958 as the first institution of higher education. In 1961, the Education Officer assumed the role of the administrative governing body for education in the Mizo District Council. In 1973, following Mizoram's transition into a Union Territory in 1972, a distinct Directorate of Education was established under its own government. The establishment of the Mizoram Board of School Education took place in 1976. Mizoram has consistently maintained its position at the top of the list of Indian states with the highest literacy rate for the past century” (Lianzawna,C 1996).

The establishment of the Mizoram School Education Office dates back to 1973. The Directorate of School Education was created as an autonomous body in 1989 and is

currently located at McDonald Hill, Zarkawt, Aizawl. The department is responsible for supervising and managing primary schools to secondary schools, college-level education, language learning, adult education, and sporting education in the state. The directorate has jurisdiction over the entire state and is partitioned into four education districts: Chhimituipui district, Lunglei district, Aizawl East district, and Aizawl West district. The state's educational framework adheres to a national model encompassing a 12-year structure (10+2+3). This comprises an eight-year span dedicated to elementary education, divided into five years of primary schooling for children aged 6-11 and three years of middle school for those aged 11-14. Subsequently, there are two years each allocated to secondary and higher secondary education, in addition to two years devoted to pre-primary education. The minimum age requirement for admission to class 1 is 5 years or older. Pre-primary lessons are designed for children between the ages of 3 and 4. The higher secondary school certificate allows students to continue their education in either universities or colleges, where they can choose to study in general academic fields or pursue The Mizoram State Council of Educational Research & Training was established in January 1980. The academic division of the Directorate of School Education has been located at Chaltlang since its establishment. The primary mandate of SCERT is to augment the caliber of school instruction at all tiers, encompassing primary, intermediate, and tertiary schools. In addition, SCERT also prioritizes enhancing non-formal education and teacher education. Furthermore, it is responsible for the efficient implementation of numerous educational projects funded by the federal government, UNICEF, and state government.

The inception of the Department of Information and Technology (DIET) in Mizoram dates back to September 1, 1973, situated initially at Chaltlang. Serving as a compulsory training hub for school instructors, it expanded its presence to Lunglei in 2005, followed by other district capitals including Saiha, Lawngtlai, Kolasib, Champhai, Serchhip, and Mamit.

'The Mizoram Board of School Education functions autonomously under the governance of the Department of Education, Government of Mizoram, India. It is dedicated to overseeing state-level examinations for schools. Through the Mizoram State Board of School Examination, students' academic progress is evaluated via two

board exams, conducted at the end of class 10 and class 12 respectively.’(Lianzawna,C 1996).

The Directorate of Higher and Technical Education, which is a department that falls under the jurisdiction of the state Government, is in charge of the administration of college level and other technical level education in the state of Mizoram. The division changed its name as the Department of Higher and Technical Education in 1989, and its primary headquarters was established at MacDonald Hill in Zarkawt at that same time. Its jurisdiction includes the management of higher education, advanced technical education beyond secondary schooling, diploma-level technical education, and language development. The organization is in charge of a total of twenty-one institutions, including one Aizawl Law College, two training colleges (B.Ed. Training College and Hindi Training College), and two polytechnics.

By implementing the Mizoram Right of Children to Free and Compulsory Education Rules in 2011, the Mizoram government effectively enforced the provisions of the Right of Children to Free and Compulsory Education (RTE) Act of 2009. These regulations entail offering free uniforms to economically disadvantaged children, providing free textbooks and writing materials, delivering specialized teaching for children needing extra assistance, and ensuring compulsory education for those children aged from 6years old to 14 years old.

The programme known as "Sarva Shiksha Abhiyan" was initiated by the Mizoram state education department during the fiscal year 2000-2001. It was decided to disburse funds for a variety of goals, such as completing a household census, training instructors, drafting a district plan, and purchasing cars. At the beginning of the process, when the Saiha district was selected to begin pre-project activities, neither a society nor a district committee had been established for the programme. In order to carry out these actions prior to the implementation of the project, the District Education Officer (DEO) of Saiha, along with supporting personnel, worked together with the Directorate of School Education. Following the approval of the "Mizoram Sarva Shiksha Abhiyan Raja Mission Rules 2001" by the Mizoram Legislative Assembly, these rules were published in the Mizoram Gazette on August 1, 2001.

The registration of the Mizoram Sarva Shiksha Abhiyan mission in accordance with the society registration (extension to Mizoram) Act 1976 (Mizoram Act No. 3 of 1977) was the mechanism by which the mission was legally established in the same year.

School Accreditation body:

Every educational institution or school in the state is affiliated with one of the various accreditation systems available:

1. The Mizoram Board of School Education (MBSE)
2. The Central Board of Secondary Education (CBSE)

Language of instruction:

In private schools at the elementary level, English is used as the primary language for teaching, whereas government-run schools primarily use the Mizo language. English becomes the predominant language at advanced academic levels.

Table 2.2.1 Important Landmark in the History of Education in Mizoram

Sl. No.	Year	Important Events
1	1898	Establishment of first Primary School in urban area.
2	1901	Establishment of first Primary School in rural area.
3	1903	First Examination in Class-III Level.
4	1907	Establishment of first Upper Primary School.
5	1909	First Examination in Class-VI Level.
6	1944	Establishment of first High School.
7	1948	First Matriculation Examination.
8	1958	Establishment of first College.
9	1975	Establishment of Mizoram Board of School Education.
10	1975	Establishment of Mizoram Institute of Education later upgraded to College of Teacher Education (CTE).

Source: *Directorate of school education Mizoram*

## 2.3 HIGHER EDUCATION IN MIZORAM

The Directorate of Higher & Technical Education (H&TE) came into existence on April 1st, 1989 and it has the division of the Education Department into School Education, Higher Education, and Adult Education. The Director serves as the leader

of the Department, while the Administrative Department is overseen by the Secretary to the Government of Mizoram, Higher & Technical Education Department. The office of the Directorate of H&TE is responsible for handling various matters related to higher education, starting from college level and extending to technical education. Higher education in Mizoram has evolved significantly over the years, contributing to the development of the state's educational landscape. The higher education sector includes various state government colleges, private institutions, and technical institutes. The education system in Mizoram emphasizes both traditional academic fields and vocational training to cater to the diverse needs of its students. Despite limited resources, Mizoram has made remarkable strides in increasing access to higher education, with a growing number of students enrolling in undergraduate, postgraduate, and doctoral programs.

However, the higher education sector in Mizoram faces several challenges. Infrastructure and resource constraints are significant hurdles, impacting the quality of education and limiting opportunities for faculty and student development. Faculty recruitment, retention, and motivation are often affected by these constraints, with the need for enhanced organizational climates to boost morale and performance. Additionally, there is a growing demand for updated curricula and teaching methods that reflect contemporary global trends in education. Despite these challenges, Mizoram's higher education institutions strive to improve their academic standards through various reforms and government initiatives. The focus is increasingly shifting towards fostering research, innovation, and professional development, which are seen as key to addressing the gaps in higher education.

Currently, there are a total of 26 colleges and training institutions both under the H&TE Department. Here is an overview of the current scenario of higher education in the State, including institutions and universities managed by various bodies:

Table 2.3 List of higher education institutions in the State

Discipline/Subject	No.	Course/program offered	Nature/Funding
Medical College	1	MBBS	<i>Zoram Medical College, Falkawn(Managed by State Govt.)</i>
Veterinary College/ Institution	1	B.VSc, M.VSc., Ph.D.	Constituent college of <i>Central Agriculture University, Imphal</i> Location: Selesih
Horticultural College	1	B.Sc. (Horticulture)	Constituent college of <i>Central Agriculture University, Imphal</i> Location: Thenzawl
Para-Medical Institute	1	B.Sc. Nursing, B.Pharm, B.Sc. MLT, B.Optom, M.Sc. MLT, M.Pharm	<i>RIPANS, Aizawl</i> (Managed and funded by Central Govt.)
Nursing Colleges	4	B.Sc. (Nursing)	1.Mizoram College of Nursing (H&FW Dept., Mizoram Govt.) 2.College of Nursing, Synod Hospital, Durtlang (Mizoram Synod) 3.BN College of Nursing (Private) 4. RIPANS, Aizawl
University	3	Undergraduate & Post Graduate Degrees, M.Phil., Ph.D. including B.Tech., M.Tech., B.Ed., M.Ed., BBA, MBA etc.	<i>Mizoram University (MZU), Tanhril</i> (Central university) <i>NIT Mizoram, Aizawl</i> (Central university) <i>ICFAI, Durtlang North</i> (Private university)
Law	1	L.L.B.	<i>Mizoram Law College, Aizawl,</i> (managed by H&TE Dept.)
Teacher Training institute	1	B.Ed., M.Ed., M.Phil., Ph.D.	<i>Inst. Of Advanced Studies in Education, Aizawl</i> (managed by H&TE Dept.)
Hindi Teacher Training Institute	1	B.Ed. (Hindi Shikshan Parangat); B.Ed. (Hindi Shikshak);	<i>Mizoram Hindi Training College, Durtlang North</i> (managed and funded by H&TE Dept)
General UG College	21	B.A., B.Com., B.Sc., B.Sc (H. Sc)., BCA, BBA, M.A.	Located in various districts; Affiliated to Mizoram University, (managed and funded by H&TE Dept., Govt. of Mizoram)
General UG College (Constituent college of Mizoram University)	1	B.A., B.Com, B.Sc., BBA, M.A., M.Sc.	<i>Pachhunga University College, Aizawl</i> (Management under Mizoram University)
General UG College (Private)	6	B.A., B.Com., BCA	Funded and managed by private organisations
Polytechnic Institutions	2	Diploma (various vocations)	1. <i>Mizoram Polytechnic Institute (Lunglei)</i> & 2. <i>Women Polytechnic Institute (Aizawl)</i> (funded and managed by H&TE Dept.)
Technical/ Professional Institutions	Nil	B. Tech etc.	Groundworks for establishing Mizoram Engineering College at Pukpui (Lunglei) is under process.
State University	Nil	--	--
Theological College	2	B.D., BCS, MTh, Mphil, DTh	1. Aizawl Theological College (private) 2. Academy of Integrated Christian Studies (private)
Open University	1	Certificate/ Diploma/ UG/ PG courses	Indira Gandhi National Open University (IGNOU)

Source: Directorate of Higher & Technical Education (H&TE), 2022



### **2.3.1 Mizoram University and its affiliated colleges**

Mizoram University, established in 2001, is a central university located in Aizawl, Mizoram, India. It was established through an Act of Parliament in the year 2000 and commenced its operations in 2001, as a response to the aspirations of the people of Mizoram for higher education. The university offers undergraduate, postgraduate, and doctoral programs in various fields such as arts, science, social sciences, humanities, management, and technology. With its commitment to academic excellence, research, and inclusive growth, Mizoram University plays a vital role in the educational landscape of the region, catering to the needs of students from Mizoram and beyond.

The University now has 39 functioning academic departments that offer a wide variety of undergraduate, postgraduate, and doctorate programmes. These departments are spread out into 10 different Schools of Study from which students can choose. There are more than thirty affiliated colleges and one constituent college that are involved with the University. As a result of the university's successful implementation of the Choice Based Credit System (CBCS) since 2013, the university has earned a reputation for being in the forefront of academic innovation. Mizoram University is making progress towards providing academic programmes that seek to give a comprehensive, interdisciplinary, and well-rounded education to students at both the undergraduate and postgraduate levels. These programmes are aligned with the National Education Policy of 2020.” The University has consistently held a position within India's top 100 universities as per the National Institutional Ranking Framework (NIRF) issued by the Ministry of Human Resource Development(MHRD) from 2016 to 2023. Obtaining the thirteenth spot in the Top 20 Central Universities category of the Indian Institutional Ranking Framework (IIRF) 2023 is a significant accomplishment that Mizoram University has accomplished. As a result of this remarkable accomplishment, Mizoram University has risen to the top of the list of central universities in the North East India.

Table 2.3.1 Colleges/institutes affiliated to Mizoram University

Sl. No	Name of the College/Institution	Year of Estd.	Nature of Affiliation	UGC Recognition
1	Pachhunga University College	1958	Constituent	2(f) & 12B (1969)
2	Lunglei Govt. College	1964	Permanent	2(f) & 12B
3	Govt. Champhai College	1971	Permanent	2(f) & 12B
4	Govt. Serchhip College	1973	Permanent	2(f) & 12B
5	Govt. Aizawl College	1975	Permanent	2(f) & 12B
6	Institute of Advanced Study in Education, (CTE)	1975	Permanent	2(f) & 12B
7	Govt. Saiha College	1978	Permanent	2(f) & 12B
8	Govt. Kolasib College	1978	Permanent	2(f) & 12B
9	Govt. Hnahthial College	1979	Permanent	2(f) & 12B
10	Govt. Hrangbana College	1980	Permanent	2(f) & 12B
11	Govt. Lawngtlai College	1980	Permanent	2(f) & 12B
12	Govt. Zirtiri Res.Science College	1980	Permanent	2(f) & 12B
13	Govt. Mamit College	1983	Permanent	2(f) & 12B
14	Govt. J. Buana College	1983	Permanent	2(f) & 12B
15	Govt. Mizoram Law College	1983	Permanent	2(f) & 12B
16	Govt. Saitual College	1984	Permanent	2(f) & 12B
17	Govt. Khawzawl College	1985	Permanent	2(f) & 12B
18	Govt. Zawlnuam College	1986	Permanent	2(f) & 12B
19	Govt. Aizawl North College	1988	Permanent	2(f) & 12B
20	Govt. Aizawl West College	1990	Permanent	2(f) & 12B
21	Govt. T. Romana College	1992	Permanent	2(f) & 12B
22	Govt. J. Thankima College	1992	Permanent	2(f) & 12B
23	Govt. Kamalanagar College	1992	Permanent	2(f) & 12B
24	Govt. Johnson College	1993	Permanent	2(f) & 12B
25	RIPANS	1995	Permanent	2(f) & 12B
26	NIELIT, Aizawl.	2001	Permanent	AICTE
27	Mizoram College of Nursing	2005	Provisional	–
28	HATIM	2007	Permanent	2(f) & 12B
29	Aizawl City College	2015	Provisional	–
30	Divine Mercy College	2016	Provisional	–
31	St. Xavier's College	2017	Temporary	–
32	Helen Lowry College	2017	Provisional	–
33	DIET, Aizawl	1953	Provisional	
34	DIET, Lunglei	1974	Provisional	
35	SCERT	1980	Provisional	
36	MIMER	2018	Provisional	

Source: CDC Records 2022, Mizoram University

### **2.3.2 Challenges and opportunities in higher education**

Although higher education in Mizoram has experienced substantial growth and development, it also encounters several challenges. Accessing higher education can be difficult due to infrastructure deficiencies and geographic limitations, especially in Mizoram's rural and remote areas. Maintaining the high standards and relevance of higher education programs is of utmost importance, requiring ongoing monitoring and evaluation. Mizoram, similar to other northeastern states, faces the challenge of brain drain, as talented individuals frequently move to different regions or overseas in search of improved educational and career prospects. It is increasingly acknowledged that integrating indigenous knowledge and practices into higher education curricula is crucial for preserving and promoting the rich cultural heritage of Mizoram. Despite these challenges, higher education in Mizoram offers great potential for intellectual growth, honing of skills, and fostering socio-economic progress. Through ongoing investments in infrastructure, faculty development, and research initiatives, Mizoram is on track to become a center of academic excellence in the northeastern region of India.

### **2.4 THE RIGHT TO EDUCATION (RTE)**

The Right to Education Act (2009) in India ensures free and compulsory education for children aged 6 to 14. It mandates government schools to provide quality education without discrimination. The act emphasizes inclusivity, aiming to reach marginalized communities, including girls and those from economically disadvantaged backgrounds. It prohibits various forms of educational discrimination and promotes a child-friendly learning environment. Despite challenges like inadequate infrastructure and teacher shortages, the act stands as a significant stride towards universal education access, striving to bridge socio-economic gaps and empower future generations for a more equitable society. Education is a fundamental right and Mizoram, similar to other states of India, has taken several steps to uphold the RTE and guarantee equal access to high-quality education. Presented below is a comprehensive overview of the Right to Education in Mizoram:

**Legal Framework:** The primary legislation governing the provision of free and compulsory education in Mizoram is the Right of Children to Free and Compulsory Education (RTE) Act, 2009. The RTE Act establishes the guidelines and criteria for school infrastructure, teacher qualifications, pupil-teacher ratios, and other crucial factors to guarantee high-quality education for every child.

**Access to Education:** Mizoram has made remarkable progress in enhancing educational opportunities, establishing a wide range of schools in both urban and rural regions. The government has taken steps to enhance enrollment rates, especially among marginalized communities and disadvantaged groups.

**Compulsory Education:** The RTE Act ensures that every child between the ages of 6 and 14 receives compulsory education, regardless of any social, economic, or other obstacles they may face. The government of Mizoram has made efforts to ensure that all children receive an education and to raise awareness about the significance of school attendance.

**Quality Education:** Mizoram is dedicated to ensuring that all children have access to high-quality education. Efforts are being made to improve teaching standards, make the curriculum more relevant, and enhance learning outcomes. The government places a strong emphasis on enhancing the quality of education in schools throughout the state through teacher training programs, curriculum reforms, and the provision of learning materials.

**Development of Infrastructure:** Mizoram prioritizes the enhancement of school infrastructure, encompassing classrooms, libraries, laboratories, and sanitation facilities, to foster an optimal learning environment for students. Efforts are being made to address infrastructure gaps, especially in remote and underserved areas, to guarantee that all children have access to schools that are well-equipped.

**Inclusive Education:** Mizoram is committed to fostering an inclusive education system that embraces children with disabilities and special needs, ensuring their enrollment in mainstream schools. Special initiatives and support services are available to ensure that all children, regardless of their abilities, have equal opportunities to access education and are fully included in the learning process.

**Monitoring and Evaluation:** Mizoram consistently conducts monitoring and evaluation of educational initiatives to gauge progress towards RTE goals and pinpoint areas for enhancement. Government agencies, educational institutions, civil society organizations, and other stakeholders work together to ensure the successful implementation of RTE provisions and tackle any obstacles that may arise.

In Mizoram, the Right to Education showcases the state's dedication to ensuring that every child has access to fair, inclusive, and excellent education. Mizoram is committed to creating an environment that allows every child to access education and reach their full potential. This is achieved by adhering to the principles of the RTE Act and implementing specific interventions.

## **2.5 NATIONAL EDUCATION POLICY (NEP)**

The National Education Policy (NEP) is a holistic framework aimed at transforming India's education system to address the demands of the modern era. Although the NEP provides a comprehensive national framework, it also enables states to be flexible and adaptable in addressing regional needs and priorities. Let's take a look at how the National Education Policy affects the state of Mizoram:

**Universal Access to Education:** The NEP prioritizes ensuring that every child, regardless of their background, has equal opportunities to receive a high-quality education. In Mizoram, there is a strong focus on enhancing enrollment rates and addressing educational inequalities, especially in remote and underserved regions.

**Early Childhood Care and Education (ECCE):** The NEP highlights the significance of early childhood care and education in establishing the groundwork for lifelong learning and development. In Mizoram, there is a growing focus on initiatives to bolster ECCE programs, enhance infrastructure, and elevate the standard of preschool education.

**School Education:** The NEP promotes a well-rounded and diverse approach to school education, emphasizing the development of critical thinking, creativity, and problem-solving abilities. In Mizoram, these factors could have an impact on curriculum

reforms, teacher training programs, and pedagogical practices, ensuring that they are in line with the objectives of the NEP.

**Vocational Education and Skill Development:** The NEP highlights the importance of incorporating vocational education and skill development programs into the mainstream education system, aiming to improve employability and foster entrepreneurship. In Mizoram, this could potentially result in the growth of vocational courses, the creation of skill development centers, and collaborations between industries and academia.

**Higher Education:** The NEP has a vision to revolutionize higher education by prioritizing multidisciplinary education, research, and innovation. In Mizoram, there is a potential to foster initiatives that can bolster higher education institutions, enhance research infrastructure, and promote collaboration between industry and academia.

**Teacher Training and Professional Development:** The NEP highlights the significance of teacher training and ongoing professional development to guarantee high-quality educational results. In Mizoram, there is a focus on improving the quality of teacher education programs, offering in-service training opportunities, and encouraging innovative teaching practices.

**Regional and Cultural Context:** When implementing the NEP, Mizoram will take into account its distinct regional and cultural context, which includes the rich linguistic diversity and indigenous knowledge systems found in the state. We will strive to safeguard and enhance the cultural heritage of Mizoram, while also aligning with the broader objectives of the NEP.

Ultimately, the National Education Policy offers a thorough plan for revolutionizing India's education system, including in the state of Mizoram. By embracing the principles and objectives of the NEP and taking into account local needs and priorities, Mizoram is working towards creating an education system characterized by inclusivity, fairness, and excellent quality education. This system aims to equip its

citizens with the necessary skills and knowledge to tackle the future's challenges and seize its opportunities.

## **CHAPTER 3**

### **LITERATURE REVIEW**

## **CHAPTER 3: LITERATURE REVIEW**

### **3.1 INTRODUCTION**

The review of literatures plays a crucial role in scholarly inquiry by providing an in-depth review and analysis of existing research that is relevant to the subject being studied. This chapter seeks to offer an in-depth review of the scholarly landscape that includes the key concepts and principles that shape the research study. This review aims to provide an in-depth discussion on the field of Organisational Climate, covering a wide range of academic papers, from influential writings to recent studies. The literature review in this study is organized thematically, commencing with an examination of literatures on organizational climate, followed by a review of studies on teachers' performance and relevant related studies. This review encompasses a comprehensive range of literature, spanning from the 1960s, when the concept of organizational climate was first introduced, to the year of 2022. This chronological framework allows for a nuanced understanding of the evolution of research in these areas and highlights the connections between organizational climate and teachers' performance over time.

It will go deeper into the historical development, theoretical frameworks, research methods, and significant discoveries in this area.

At the very foundation of this effort is the recognition and examination of important theoretical ideas, conceptual frameworks, and practical information that have impacted academic discussions and contributed to the progress of understanding in the field. It places the study within the broader academic discourse, highlighting its significance and identifying areas that require further investigation, including gaps and contradictions.

The organizational climate refers to the concrete and long-lasting characteristics of a work environment as perceived by the employees of an organization. This concept plays a vital role in comprehending organizational behaviour, performance, and effectiveness. Based on socio-psychological theories, research on organizational climate focuses on studying the shared perceptions, attitudes, and experiences of individuals within an organization. This helps us understand the overall



psychological environment, norms, values, and practices that influence how employees behave and interact with each other.

Researchers have defined organizational climate as a separate but interconnected concept to organizational culture, highlighting its dynamic nature and ability to adapt to contextual factors. In contrast to culture, climate represents the visible expressions of the shared beliefs and assumptions, rather than the underlying concepts themselves. Therefore, research on organizational climate provides a comprehensive perspective to analyze the immediate contextual factors that impact employee attitudes, motivation, job satisfaction, and performance.

A study on organizational climate is essential in the field of organizational sciences as it provides valuable understanding into the complex interconnection between organizational contexts, employee perceptions, and organizational effectiveness. By understanding the intricate workings of the organizational climate, both researchers and professionals can create environments that promote employee well-being, creativity, and long-term organizational achievement.

## **3.2 REVIEW ON ORGANISATIONAL CLIMATE AND IT'S RELATED**

### **3.2.1 Organisational climate**

Organizational climate refers to the collective perceptions of employees regarding the practices, policies, and procedures that characterize an organization. It reflects the working environment experienced by individuals and plays a crucial role in shaping their attitudes, behaviours, and overall performance. A positive organizational climate fosters a productive, motivated workforce, while a negative climate can lead to low morale and high turnover rates. As organizational climate significantly impacts institutional outcomes, it has become a topic of interest for scholars and practitioners alike.

Organizational climate is especially important in educational institutions, where the environment influences not only teachers' job satisfaction and commitment but also student achievement. Understanding the concept, dimensions, and impact of organizational climate is vital for leaders seeking to foster a conducive environment for both employee development and institutional success.

### *Defining Organizational Climate*

The concept of organizational climate was first introduced in the 1960s, drawing from studies of social climate in schools and organizations. Early researchers such as Litwin and Stringer (1968) described it as a set of measurable properties of the work environment based on the perceptions of individuals within the organization. These perceptions arise from interactions between the individual and the organizational context, leading to distinct patterns of behavior.

More recently, researchers have defined organizational climate as the shared perceptions and meanings attached to an organization's policies, practices, and procedures (Schneider, Ehrhart, & Macey, 2013). This definition highlights the subjective nature of organizational climate and its reliance on the collective viewpoints of employees. Each individual's perception of the work environment, when aggregated, gives rise to an overall climate that shapes the functioning of the organization.

In the late 1950s, social scientists began studying the ways in which different work environments differed, which led to the conception of the notion of organizational climate. The early efforts to define and measure the characteristics of organizational climate were done by researchers who were interested in educational organizations (Pace and Stern, 1958; Halpin and Croft, 1963). However, the value of the idea was quickly recognized by scholars who were interested in business organizations (Tagiuri, 1968). Initially, the notion of climate was employed as a broad concept to communicate an ongoing state of well-being within an organisation in general.

Tagiuri (1968) observed that "a particular configuration of enduring characteristics of the ecology, milieu, social system and culture would constitute a climate, as much as a particular configuration of personal characteristics constitutes a personality." In his work, Gilmer (1966) provided a definition of organizational climate, highlighting its role in differentiating one organization from another and shaping the behavior of individuals within the organization. In their study conducted in 1968, Litwin and Stringer emphasized the significance of perception in shaping the climate. They provided a formal definition, stating that 'climate is a collection of

quantifiable characteristics of the work environment, influenced by the shared perceptions of individuals residing and working in that environment, ultimately impacting their behavior.’ According to Gilmer (1966), the concept of psychological climates was first introduced in the industrial psychology literature by Gellerman (1960). However, other authors (Forehand and Gilmer, 1964; Halpin and Croft, 1963; Tagiuri, 1968) have also observed that definitions of climate bear a striking resemblance to early descriptions of personality types. The climate of an organisation can be conceptualised as the collective set of characteristics and attributes that shape the overall identity and character of the organisation. Just as personality is unique to each individual, this concept bears a striking resemblance. As per Owens (1998), the study of organizational behavior aims to provide a comprehensive understanding of human behavior within formal organizational settings. One key aspect of organizational behavior as a discipline is its acknowledgment of the significant impact that an organization's internal environment has on the behavior of its members. The recognition of the influence of the broader context in which an organisation operates is evident in its understanding of the impact of social, political, economic, and technological systems on its internal environment. In addition, it is important to consider that the internal environment of an organisation is not limited to its physical components. It also includes the social dynamics and psychological traits of the individuals who are part of the organization's structure. Organizational climate has been defined in various ways by researchers and educational reformers, yet there appears to be a general agreement on its composition. According to

Freiberg and Stein (1999), the college climate is considered to be the essence of a college. It is the driving force that inspires students, teachers, and administrators to have a deep affection for the institution and a strong desire to be present every day. The metaphorical use of the heart and soul emphasizes the significance of the college climate, instilling motivation and satisfaction among college members. It is crucial for them to feel comfortable during their time in college, as it fosters an attraction to the institution. Considering this, the climate of the college is what breathes life into it and showcases the cherished values of the institution.

The concept of organizational climate pertains to the perceptions of staff members regarding their working environment. The academic environment is greatly shaped

by the actions of administrators, which in turn have a significant impact on the motivation and conduct of the entire staff. In a more academic and formal context, it is worth noting that climate is a long-lasting attribute that teachers encounter, which in turn affects their actions, and is determined by their shared perceptions (Hoy and Forsyth, 1986).

The organizational climate has a positive correlation with job satisfaction and commitment (Castro and Martins, 2010). Research has shown that the organizational climate has a substantial impact on the mood, attitude, and behavior of employees in relation to their work environment (Abdulkarim, 2013). It also affects employees' behavior, motivation, engagement, and outcomes, leading to increased productivity, job satisfaction, and performance. Furthermore, it influences organizational performance, leadership behavior, managerial and organizational effectiveness, and reduces issues with employees. According to Jones and Crompton (2009), leadership behavior in small and medium-sized organizations is more individualized compared to large organizations. Therefore, a positive organizational environment is essential for increasing employee productivity, commitment, satisfaction, and improving employees interactions in the organisation. This can be achieved by effective leadership behavior, as supported by studies conducted by Kumar-Bamel et al. (2013) and Maamari & Majdalani (2017).

In small and medium-sized organizations, the relationship between employees and owners tends to be more intimate and personal (Ntalianiset al., 2015). This also enhances the level of dedication and job contentment among employees in these organizations (Abdullah et al., 2007; Bakoti, 2016).

In the study of Rozman et al. (2020), it was discovered that stress exerts a potent and detrimental influence on employee relationships, as well as adversely affecting employee satisfaction within medium-sized organizations. In addition, the interactions among employees have a significant and positive impact on both satisfaction and motivation of employees in organisations of medium size. Furthermore, contentment exerts a robust and favorable influence on employee motivation within medium-sized organizations. Rozman et al. (2017) examined the variations in motivation and satisfaction among employees of different age groups in medium-sized organizations. Their findings reveal that older employees are driven

by a variety of factors in the workplace. These include the desire for flexibility, autonomy, positive relationships with colleagues, the ability to work at their own pace, mutual respect among coworkers, fair treatment regardless of age, recognition for their performance, the option to work remotely, cooperation among colleagues to reduce workloads, collaboration with coworkers, and fair compensation for the tasks they are assigned. On the other hand, it is worth noting that younger employees tend to exhibit a higher level of motivation when it comes to certain aspects. These include but are not limited to, the prospect of receiving a higher salary, the availability of opportunities for career advancement, access to comprehensive training and education programmes, fair treatment irrespective of age, the ability to exercise autonomy in their work, the flexibility to adapt their work schedule as needed, the recognition from their manager, respect among colleagues, positive interpersonal relationships in the workplace, multiple job responsibilities, collaboration across different generations to alleviate workload, cooperation with coworkers, fair distribution of tasks, and the availability of extended vacation time.

Furthermore, the findings indicate that employees of varying age groups in medium-sized organizations experience pleasure, but to varying degrees. The problem of motivated and contented personnel in the workplace is highly intricate for any organization. A positive organisational climate is an essential element of the overall organisational environment that directly influences employee behavior. The behavior of employees in organizations is influenced by several organizational traits and social ties, which collectively create a workplace atmosphere for employees (Berberoglu, 2018), as discussed in this review. An optimistic organizational climate yields favorable financial outcomes, including increased revenue, profitability, and return on sales. The organizational climate plays a crucial role in determining the success of an organization (Purohit & Wadhwa, 2012). Maamari and Majdalani (2017) found that a favorable organizational climate enhances the efficiency of the organization and reduces turnover costs.

Putter (2010) found that small and medium-sized organizations have a more favorable organizational climate compared to large organizations.

Feng Jing et al. (2011) and Koene et al. (2002) suggest that the impact of organizational environment on smaller and larger firms may differ. Small and

medium-sized organizations are characterized by a streamlined and cohesive social structure, with a smaller number of individuals, fewer levels of hierarchy, and less division of labor. This phenomenon varies as an organization expands, highlighting the significance of investigating the effects of organizational climate components on organizations of varied sizes.

According to Hamidianpour et al. (2015), their findings highlight that the organizational climate has a beneficial and substantial influence on the creativity of employees in medium-sized organizations. Furthermore, the organizational climate is recognized as a crucial determinant in stimulating and augmenting the employee's ingenuity, which in turn serves as a significant catalyst for fostering entrepreneurial orientation inside medium-sized organizations. Given that creativity has a significant and beneficial impact on entrepreneurship (Strukelj et al., 2019) and subsequently on performance, it is crucial for managers of growing organizations to carefully analyze and prioritize this aspect. The success of medium-sized organizations is significantly influenced by the leadership style of its management (Madanchian & Taherdoost, 2017) as well as the use of informal and dynamic methods for communicating (Armstrong, 2000; Wilkinson, 1999). Thus, as an organization expands, its managers should devote particular attention to it. Ghanbari and Eskandari (2016) concluded that the organizational climate has the ability to change the environment of organizations, which in turn affects how employees perceive the management of knowledge and innovation. In addition, it serves as a motivating factor for employees to actively participate in the process of converting knowledge into new products.

Between 1971 and 1985, the primary objective was to define and understand the concept of organizational climate through the utilization of several methodologies. Nevertheless, there were uncertainties regarding the specific levels at which the study was carried out and doubts about the accuracy and reliability of the findings (Schneider et al., 2017). Research in the topic of organizational climate experienced a decline from 1986 to 1999. However, the groundwork for the importance of leadership in the organizational climate was established throughout this time (Schneider et al., 2017).

After identifying the various stages of accumulation, numerous ideas and approaches have been generated up to 2014 (Schneider et al., 2017). During this

time, the merging of the two phenomena was also advanced. Researchers acknowledge that an organization encompasses multiple aspects, including both its organizational culture and the organizational climate. The most significant components that have been identified through previous study are safety climate, service climate (which includes customer orientation and customer satisfaction), equality climate, leadership, and the overall robustness of the environment.

The organizational atmosphere is the overall perception that is formed by persons together. The collaboration and structural frameworks encourage all participants to cultivate comparable understandings (Gustafson et al., 2018).

Gustafson (2018) defines organizational climate as the way employees perceive the policies and practices of a company. The climate of an organization is shaped by the interactions between its members, influenced by the organizational structure, and can be altered by the addition or removal of members. The organizational climate is influenced by the frequency and intensity of these interactions, leading to variations (Gustafson et al., 2018).

Trus et al. (2019) defines the organisational climate as a comprehensive concept that involves the psychological climate. The psychological climate refers to an individual employee's perspective of how their work affects the environment and their personal well-being (Trus et al., 2019).

### **3.2.2 Organizational climate and organizational culture**

In recent discussions of school effectiveness, the concepts of organizational climate and culture have become widely recognized and frequently mentioned. Regrettably, both terms are intricate and lack a clear definition. Organisational behaviour is influenced not only by immediate events, but also by intangible factors present in the environment of the organisation. These intangible factors encompass the concepts of culture and climate, which play a significant role in shaping the behaviour of individuals within organisations. The concept of culture encompasses the behavioral norms, assumptions, and beliefs that shape an organization, while climate pertains to the perceptions of individuals within the organization that mirror and are influenced by those norms, assumptions, and beliefs (Hoy, 1990).

It is apparent that the organisational culture is prominently displayed through tangible and audible elements. These encompass a wide range of artefacts, including tools, buildings, art, and technology, as well as patterns of human behaviour, particularly in the realm of speech. These phenomena have been thoroughly investigated using academic methodologies, such as realistic field methods that involve observation, interviews, and document analysis, due to their prominent visibility. While these observable manifestations may catch our attention, they merely represent the surface level of the culture being examined. The true essence of the culture, which is often overlooked, lies beneath these visible symbols. Hence, in order to comprehend the significance of the artifacts and behaviors we witness, it is imperative to unravel their underlying meaning, a task that proves to be quite challenging (Schein, 1985).

Ultimately, it is being discover the core of the culture: the underlying assumptions that are often overlooked, unseen, and beyond our awareness. The concepts discussed are concentrated around the complex connection between individuals and their environment, as well as the fundamental aspects of existence encompassing reality, time, and space. Additionally, the essence of human nature, the multifaceted dimensions of human activity, and the complexities inherent in human relationships are also explored. The organization's members may be unaware of these underlying assumptions, but they still shape patterns within the organization. These assumptions are implicit, unconscious, and often taken for granted, unless they are brought to light through a process of inquiry (Deal, 1982).

Organizational culture is typically examined by analyzing observations of organizational behaviour. However, this analysis extends beyond the influence of the environment on individual behaviour. It encompasses the comprehension of the components within these environments, their growth, and their interconnections that ultimately shape the structure and functioning of organizations. For instance, the examination of symbolism holds great importance in the analysis of organizational culture. It encompasses the various rituals, myths, traditions, rites, and language that serve as conduits for the transmission of human meanings and values across different generations of the organization (Kilmann, 1985).



How do participants develop, communicate, and transmit the perceptions that characterize a school climate? Members of a school often perceive it as embodying specific values, promoting particular virtues, and upholding discernible standards and practices that significantly influence their behavior. However, it is crucial to ensure that these principles are clearly defined and effectively conveyed to all individuals involved. How does the organization employ mechanisms to shape and regulate behavior in a predictable and desired manner? In educational settings, as well as within communities, the solution lies in established customs and emblems. Gaining a comprehensive grasp of these concepts is crucial for a thorough comprehension of culture (Schein, 1985).

The psychological concept of satisfaction is typically linked to the notion of organizational climate. To what degree do participants find the organization's environment satisfactory? The connection between satisfaction and participant perceptions is often implied in certain methods used to examine climate. Numerous studies have directly investigated any differences between participants' perceptions of the current situation and their ideal state of affairs (Owens, 1998).

Climate and culture are significant elements of the broader context, environment, or situation. Culture is typically shared by the majority of individuals within a social group. It is a valuable aspect that older members often strive to transmit to the younger generation. Culture plays a significant role in shaping behavior and influencing how individuals perceive the world around them. Culture encompasses profound values, beliefs, assumptions, symbols, revered figures, and ceremonial practices. Culture can also be explored from an organizational perspective. One key difference between organizational and national culture lies in the fact that individuals have the option to become part of a workplace, whereas they typically inherit their national culture. Organizational cultures tend to be profound and enduring. Climate is often referred to as the repetitive patterns of behaviour, attitudes, and emotions that define the collective experience within an organisation. While culture and climate are interconnected, climate is generally more straightforward to evaluate and modify. At the level of individual analysis, the concept is referred to as individual psychological climate. These different people's views are frequently combined or gathered for analysis and comprehension at various levels within an organization, such as the

team, group, divisional, functional, or overall organizational level (Isaksen and Ekvall, 2007).

There are certain indicators that suggest a connection between organizational culture and organizational climate (Trus et al., 2019). These two topics explore the phenomena, development, and impact of social environments inside businesses (Denison, 1996). In an effort to clarify this concept, scientists such as Schneider et al. (2017) create metaphors that draw parallels between the topic and intricate social networks within businesses. Culture and climate are considered to be multifaceted and interconnected phenomena. Organizational culture describes the established patterns of behavior and expectations that influence how employees carry out their work in a specific work setting, while organizational climate refers to how individuals perceive the psychological effects of the work environment on their well-being and performance (Trus et al., 2019). Due to the lack of obvious boundaries between the two phenomena, there are various models that address both organizational culture and organizational climate. One such approach is the Climcult model, outlined by Schneider et al. (2017).

Wu et al. (2019) state that Schein (2010) provides one of the most well-known definitions of culture. According to Schein, organizational culture is a strong phenomena yet unseen social influence. In addition, Wu (2019) views culture as a catalyst that propels the organization towards a specific objective. Primarily, the employees and the organization are propelled ahead by shared beliefs, ideologies, languages, rituals, myths, values, norms, and artifacts (Wu et al., 2019). Culture exerts its effect on personnel and processes, extending beyond explicit norms. Organizational culture is a concept that exists within an organization and reflects the expected behaviors and values (Wu et al., 2019).

Wu et al. (2019) classify the culture of organizations into three distinct categories. One key aspect is the implementation of innovations in an organizational culture. Category is distinguished by attributes such as adaptability, propensity for risk-taking, outward orientation, and pursuit of possibilities. The second type is considered a bureaucratic organizational culture. Values like as accountability and power as well as the ranking system, are highly emphasized. The third type

is representing responsibility and support, distinguished by ideals such as internal focus and a strong emphasis on departmental collaboration.

### **3.2.3 Measuring of organizational climate**

The measurement of organizational climate typically involves the use of questionnaires designed to assess its fundamental dimensions. As part of a previous research endeavour aimed at evaluating climate, Forehand and Gilmer (1964) employed a methodology involving the administration of questionnaires to employees. These questionnaires were designed to gauge various factors, including the degree of formality and bureaucracy present within the organisation, as well as the prevailing leadership style.

In another study, Halpin and Croft (1963) examined the organizational climate within the public school system. They proposed that this climate was a reflection of how employees perceived various dimensions, such as "intimacy" (the extent to which members enjoyed social relationships), "aloofness" (the presence of formal and impersonal management behavior), "hindrance" (employees feeling burdened by routine duties), and close and constant supervision. In a study conducted by Litwin and Stringer (1968), an experiment in the laboratory was conducted to investigate the impact of organizational climate. The questionnaire utilized various dimensions to assess the organizational climate. These dimensions encompassed aspects such as the level of bureaucracy and adherence to formal procedures ("structure"), the sense of autonomy and being in control ("responsibility"), the focus on positive reinforcement rather than punishment ("rewards"), the overall sense of camaraderie and positive relationships ("warmth"), and the perception of risk and challenge in the work environment ("risk"). In a different investigation, Jones and James (1979) conducted an analysis of 35 factors that they deemed to be essential elements of climate. Through their research, they were able to categorize these 35 factors into five fundamental climate dimensions:

- a. The organisational climate was influenced by a perceived sense of conflict and ambiguity. According to the employees, there appeared to be a notable absence of collaboration among different departments, a deficiency in effective communication

from the management, inadequate planning, and a perceived absence of fairness and objectivity in the system of rewarding employees.

b. The assessment of job challenge, significance, and diversity was contingent upon the degree of independence and feedback offered by the job, along with the anticipation of upholding elevated benchmarks of quality and achievement.

c. The perception of leader facilitation and support was based on the leader's behaviour in assisting with work goals, scheduling activities, fostering interpersonal relationships, and providing personal support.

d. This section assessed the level of perceived cooperation, friendliness, and warmth within the work group, as well as the members' sense of pride in their collective efforts.

e. This assessment evaluated the employee's job growth potential, their perception of an open environment for expressing personal thoughts and feelings, their confidence in their leader, the consistent application of organizational policies, and the reduction of job pressure.

In the long run, the climate of an organisation is shaped by the perceptions of its members. When assessing climate within an organisation, it is common practice to gauge employees' perceptions of different aspects or dimensions of the organisation. Perceived autonomy, warmth and support, openness, cooperation, aggressiveness, and competitiveness are among the factors that have been identified.

Various researches have provided findings regarding the relationship between organizational atmosphere and work satisfaction. The study conducted by Maqbool, et.al (2020) discovered a significant correlation between job satisfaction and various measured variables, including reward system, career development, planning, role clarity, respect, communication, decision making, innovation, relationships, teamwork, support, conflict management, commitment, morale, training, learning, and the direction of the company. Berberoglu (2018) found a positive association between an organizational climate and employees' organizational commitment. Likewise, the organizational climate is associated with work engagement. The work engagement of employees is influenced by various aspects of the organizational climate, including individual responsibility, flexibility,

reward, clarity, standards, recognition, and team commitment (Abun, et.al. 2021, Chaudhary, et.al, 2013, Clement & Eketu, 2019). Permarupan et al. (2013) also found that this applies to individual work performance. An optimistic work environment has a beneficial impact on employees' work behavior, whereas, it can also exert an influence on actions that are detrimental (Lipińska-Grobelny, 2021).

According to Batubara and El-Hami (2018), a significant relationship exists between a positive work environment and higher levels of employee dedication and contentment. Organizational climate refers to the internal environment of an organization, which is shaped by the behavior and policies of the company (Ahuja & Naula, 2016). For instance, according to a study conducted by Drigo Consulting Group (2003), several key factors were identified as crucial for organisational success. These factors include flexibility, accountability, adherence to standards, implementation of rewards, clarity in communication, and a strong commitment to teamwork. In their study, Davidson, et.al (2001) conducted an analysis of the various factors that have been found to have an impact on the effectiveness of leadership. These factors encompass a range of elements, such as the extent to which leaders provide facilitation and support, the overall morale within the professional and organisational context, the presence of conflict and ambiguity, the influence of regulations, the pressure exerted by the organisation, the level of job variety, the degree of challenge and autonomy afforded to employees, as well as the importance placed on job standards, workgroup collaboration, friendliness, and compassion. In another study, Balachandran and Thomas (2007) identified various characteristics of organizational climate, including welfare concern, norms and standards, interpersonal relations, recruiting and training, recognition and encouragement, job security, fair incentives, job autonomy, freedom and control, and red tape. According to Lone et al. (2017) organizational climate is being categorized into two dimensions and they are rational goal climate and human relation climate.

Measuring organizational climate is essential for understanding its impact on employee behaviour and organizational outcomes. Several tools and methods have been developed to assess the climate in different types of organizations. Some of them are as follows:

i. The Situational Outlook Questionnaire (SOQ)

The Situational Outlook Questionnaire (SOQ) is a tool designed to measure organizational climate, based on the conceptual and theoretical foundations of Ekvall's research (Ekvall, 1987, 1991, 1996, 1997). Organizational climate refers to the recurring patterns of behavior, attitudes, and feelings perceived within an organization, which differs from culture that reflects deeper values and traditions (Denison, 1996). Climate is influenced by factors such as leadership, organizational structure, and mission, all of which affect individual and organizational performance and well-being (Isaksen, et al., 2001). The SOQ emerged from Ekvall's earlier research into personnel practices, particularly the success of idea-suggestion schemes (Ekvall, 1967, 1971). This Swedish measure was later translated into English, with subsequent studies validating its reliability and psychometric properties (Isaksen, et al., 1995; Isaksen, Lauer, & Ekvall, 1999). The questionnaire assesses nine dimensions using a 4-point scale and calculates scores for comparison across these dimensions.

ii. Organizational Climate Descriptive Questionnaire (OCDQ)

The Organizational Climate Descriptive Questionnaire (OCDQ) is one of the earliest and most widely used tools for measuring organizational climate, particularly in educational settings (Hoy & Miskel, 1991). The OCDQ assesses several dimensions of climate, including supportiveness, openness, and collegiality among employees.

iii. Work Environment Scale (WES)

The Work Environment Scale (WES) is another commonly used instrument for assessing organizational climate. It measures nine dimensions of climate, including involvement, task orientation, and innovation (Moos, 1981). The WES is often used in a variety of organizational settings, including healthcare, education, and corporate environments.

iv. Job Diagnostic Survey (JDS)

The Job Diagnostic Survey (JDS) focuses on the relationship between organizational climate and job characteristics. It measures factors such as skill variety, task identity, autonomy, and feedback (Hackman & Oldham, 1975). The JDS is particularly useful for understanding how the work environment influences employee motivation and satisfaction.

#### v. Team Climate Inventory (TCI)

The Team Climate Inventory (TCI) is specifically designed to measure the climate for innovation within teams. It assesses factors such as vision, support for innovation, task orientation, and participative safety (Anderson & West, 1998). The TCI is widely used in research on team dynamics and organizational innovation.

#### Impact of Organizational Climate on Performance-

The impact of organizational climate on employee performance and organizational outcomes has been extensively studied. A positive organizational climate is associated with a range of beneficial outcomes, including higher job satisfaction, increased productivity, and lower turnover rates (Patterson, Warr, & West, 2004).

A positive organizational climate fosters employee satisfaction and organizational commitment. When employees perceive their work environment as supportive, fair, and empowering, they are more likely to be satisfied with their jobs and committed to the organization's goals (Meyer & Allen, 1991). This, in turn, leads to increased job performance and lower turnover.

Organizations with a climate that supports innovation and creativity tend to outperform those that do not. A climate that encourages risk-taking, experimentation, and the sharing of new ideas promotes innovation, leading to the development of new products, services, and processes (Amabile, Conti, Coon, Lazenby, & Herron, 1996).

Organizational climate also has a significant impact on employee well-being. A supportive and resourceful work environment contributes to reduced stress levels, lower rates of burnout, and improved mental health (Maslach & Leiter, 1997). In contrast, a negative climate characterized by high demands, low control, and lack of support can lead to burnout and poor health outcomes.

The overall performance of an organization is closely linked to its climate. A positive organizational climate enhances communication, collaboration, and alignment with organizational goals, leading to higher levels of performance (Patterson et al., 2004). Organizations with a positive climate are better able to attract and retain talent, adapt to change, and achieve long-term success.

### **3.2.4 Factors influencing Organizational Climate**

The climate of a particular environment can be quantified and characterised by various dimensions, including supportiveness, cooperativeness, and openness. An important finding of the study conducted by Litwin and Stringer in 1968 is the recognition of the leader's pivotal influence on the development and maintenance of the organisational climate. Even when maintaining a consistent level of formality and organizational structure, a shift in leadership or a change in a leader's behavior can have an impact on the overall atmosphere within the organization. First and foremost, it is crucial to acknowledge that the behavior of a leader plays a significant role. The leader's conduct significantly impacts the overall atmosphere within the organization. It appears that even when all other factors are held constant, the leader has the ability to significantly impact the atmosphere of a group. For example, they can transform an environment that is open and collaborative into one that is perceived as being restrictive and oppressive. Furthermore, there are other factors that also hold considerable significance. For instance, the degree of mechanisation or bureaucracy present in an organisation plays a significant role in shaping employees' perception of the overall group atmosphere. This pertains to the extent to which employees are motivated to adhere to the chain of command, follow established rules and procedures, and carry out specialised tasks. This perception can range from feeling restricted and confined to feeling open and supported. The level of formality in rules and procedures, such as the strict requirement for employees to take a one-hour lunch break, arrive no later than 9, and maintain strict office hours, will impact their perception of the organizational climate (Owens, 1998).

The employees will draw inspiration from a range of organizational events and integrate them into a meaningful pattern - an organizational climate.

### **3.2.5 Dimensions of organizational climate**

As per Tagiuri's (1968) research, the concept of climate in a school building refers to the overall characteristics of the environment. However, it is crucial to grasp the underlying traits and establish a foundation for this understanding. In order to achieve this, we refer to the scholarly contributions of Tagiuri.



In a study conducted by Tagiuri (1968), the total environment within an organization was described as consisting of four dimensions. These dimensions make up the organizational climate.

**Ecology:** It encompasses the various physical and material aspects that contribute to the overall organization of a building, such as its size, age, design, facilities, and conditions. It also encompasses the technology utilized by individuals within the organization, such as desks, chairs, chalkboards, elevators, and all other tools employed to facilitate organizational activities.

**Environment:** The environment refers to the social aspect within the organization. This encompasses nearly all aspects pertaining to the individuals within the organization. For instance, the number and nature of these entities can be explored. This includes things like the colour and ethnicity of the teachers, the socioeconomic status of the students, the educational background of the teachers, the motivation and morale of the adults and students in the school, the job satisfaction levels, and a host of other characteristics of the people working there.

**Societal Structure:** The social system encompasses the intricate framework and hierarchical organization of an institution. The content covers the structure of the school, the decision-making processes and the individuals responsible for them, the communication dynamics between individuals, the various work groups, and other related aspects.

**Culture:** Culture encompasses the values, belief system, norms, and ways of thinking that are inherent to individuals within the organization. It is the established protocol within our organization.

Administrators have direct control over or a great deal of influence over many of the aspects that contribute to the organisational climate. Administrators must have a comprehensive understanding of the strong correlations between their organizational choices and the resulting climate within the organization.

### **Nine dimensions of organizational climate**

According to Isaksen & Lauer(2002), there are nine dimension of organizational climate and they are the following-

1. Challenge/Involvement

It refers to the degree to which teams are provided with chances to actively participate in the day-to-day activities, long-term objectives, and goals of the organization as a whole. The climate is ever-changing, vibrant, and motivating. Team members experience motivation, energy, and commitment when they face a significant level of challenge and involvement. Team members derive personal fulfillment and find significance in their job, which contributes to the overall success of their team and organisation. In contrast, when team members are not engaged, feelings of alienation and apathy prevail. The team suffers from a lack of clear guidance, with members showing a lack of enthusiasm towards their work and experiencing of no interest and uninspiring interpersonal relationships both within and outside of the team.

## 2. Freedom

It is the extent to which teams can take initiative or act without always seeking approval from higher authority or relying on strict guidelines for making decisions. The team members demonstrate autonomy in their behavior, and they are granted the freedom and resources to define a significant portion of their task. Team members are given the chance and actively pursue chances to obtain and exchange information regarding their work. In a contrasting setting, teams operate under stringent regulations and are prohibited from exercising initiative. Team members adhere to predetermined methods, leaving limited opportunity to redefine their responsibilities.

## 3. Trust/Openness

It pertains to the level of emotional security inside relationships. When trust is strong within a team, individuals have confidence in one other and feel secure enough to communicate openly and honestly with their colleagues, fostering positive connections. The team members display authentic transparency and candor in their interactions. They rely on one another for both professional and personal assistance. The team members possess a genuine admiration for each other and acknowledge and attribute deserved recognition. In the absence of Trust, team members retain suspicion towards

one another, leading them to be cautious in protecting themselves, their goals, and their ideas. During such circumstances, team members encounter significant challenges in engaging in open communication and effectively collaborating as a cohesive unit.

#### 4. Playfulness/Humor

It refers to the degree of spontaneity and laughter exhibited by the team. This dimension is characterized by a professional yet easygoing atmosphere, where good-natured jokes and laughter are frequent. Team members exhibit enjoyment and amusement both within the team and during work. The climate is perceived as relaxed and cheerful. The contrasting climate is distinguished by a sense of solemnity and seriousness among the team members. The mood is rigid, gloomy, and burdensome. Jokes and laughter are considered inappropriate and unacceptable.

#### 5. Idea-Time

It refers to the allocated period during which the team dedicates themselves to brainstorming new ideas or evaluating the value of existing ideas and prospects. During the high Idea-Time condition, there are opportunities to explore and evaluate suggestions that are not part of the assigned work. Additionally, there are prospects to dedicate time to investigate and cultivate novel concepts. Team members are able to explore new options and possibilities due to the flexibility of deadlines. In the reverse scenario, each minute is reserved and explicitly designated. The presence of time constraints renders it unfeasible to engage in divergent thinking or deviate from prescribed instructions and established procedures.

#### 6. Conflict

It refers to the existence of individual and emotional difficulties inside the team and among its members. When the level of Conflict is elevated, team members develop strong aversion and might even have hatred against one another. The climate can be described as marked by "interpersonal warfare." Plots, traps, and power and territory battles are common components of team dynamics. Individual variations result in the spread of rumors and defamation. Conversely, in the event of the opposite scenario, team members

exhibit a higher level of maturity, demonstrating psychological competence and the ability to manage their urges. The team embraces, acknowledges, and effectively manages diversity. Conflict is the one unfavorable aspect, where a lower score is typically preferable.

#### 7. Idea-Support

It encompasses the methods by which the team evaluates, adopts, or promotes new ideas. Teammates in the supportive environment attentively and professionally hear thoughts and suggestions. They actively engage in attentive listening and foster the development of new ideas and actions. The team fosters an environment that encourages experimentation and exploration of novel concepts. The team environment is characterized by a collaborative and cheerful atmosphere when evaluating new ideas. When there is a lack of support for an idea, the team tends to default to an automatic rejection. The typical approaches to responding to ideas involve criticizing and highlighting obstacles.

#### 8. Debate

It refers to the instances where team members engage in interactions and disagreements regarding their opinions, ideas, and varied experiences and information. Conflict pertains to interpersonal strain, whereas debate pertains to intellectual strain. The Debating team ensures that all team members have the opportunity to express their ideas, which are then thoroughly discussed and evaluated, leading to the formation of resolutions. In the absence of debate, team members adhere to authoritarian patterns and processes without engaging in critical inquiry or considering alternative approaches.

#### 9. Risk-taking

It pertains to the team's ability to handle ambiguity and make judgments in situations that involve uncertainty. The team members are ready to accept and deal with the possible adverse outcomes. In the high-risk scenario, teams engage in innovative endeavors despite the uncertain results. Teams and team members see a sense of willingness to take risks on ideas. They frequently take risks to propose an idea. Within a risk-averse environment, the team exhibits a mentality characterized by caution and hesitation. Team members

will exhibit indecisiveness, opting for caution and frequently delaying decisions. They have the option to establish committees, delegate decisions to other teams, and take measures to protect themselves.

Several frameworks have been developed to conceptualize and measure the dimensions of organizational climate. Though various models exist, common themes emerge across them, emphasizing elements like leadership, communication, decision-making, and support for innovation. Below are some of the widely recognized dimensions.

Leadership behavior is a critical factor in shaping organizational climate. Leaders influence climate through their interactions with employees, their decision-making style, and their ability to communicate vision and values (Schneider et al., 2013). A leadership style that promotes openness, transparency, and trust contributes to a positive climate, whereas authoritarian or distant leadership can foster a climate of fear and disengagement.

Effective communication is another important dimension of organizational climate. Open channels of communication, where employees feel free to express their ideas, concerns, and feedback, are associated with a positive organizational climate (Ekvall, 1996). When communication is unclear, inconsistent, or non-transparent, it can lead to misunderstandings, conflicts, and a negative climate.

The degree of employee involvement in decision-making processes influences their perception of organizational climate. A participative decision-making process, where employees have input and feel valued, enhances organizational climate by promoting a sense of ownership and engagement (Brock, Zmud, Kim, & Lee, 2005). On the other hand, centralized decision-making, where decisions are made without consulting employees, can lead to dissatisfaction and a perception of unfairness.

Organizations that support innovation and encourage creativity tend to have a more positive climate. This dimension reflects the extent to which the organization values new ideas, takes risks, and embraces change (Anderson & West, 1998). In contrast, a climate that discourages experimentation and adheres rigidly to established procedures can stifle innovation and reduce employee motivation.

Autonomy and empowerment refer to the extent to which employees have control over their work and decision-making processes. When employees feel empowered to make decisions and take initiative, they are more likely to perceive the climate as positive (Laschinger, Finegan, Shamian, & Wilk, 2004). Conversely, a highly controlled and rigid work environment can lead to frustration and low job satisfaction.

The physical and psychological work environment, including factors like workload, safety, and resources, plays a vital role in shaping organizational climate. A supportive and resourceful work environment contributes to employee well-being and productivity, fostering a positive climate (Oldham & Fried, 1987). In contrast, poor working conditions, high stress, and lack of resources can lead to burnout and a negative organizational climate.

Employees' perceptions of fairness in recognition and reward systems also contribute to the organizational climate. Organizations that fairly recognize and reward employees' contributions create a positive climate, enhancing motivation and job satisfaction (Podsakoff, MacKenzie, Paine, & Bachrach, 2000). In contrast, a lack of recognition or perceived unfairness in reward distribution can lead to resentment and dissatisfaction.

### **Theoretical approaches to organizational climate**

Several theoretical models have been developed to understand the underlying mechanisms of organizational climate. These models provide different perspectives on how organizational climate is formed and its effects on employee behavior and organizational outcomes.

#### *Structural Approach*

The structural approach views organizational climate as an objective characteristic of the organization, influenced by formal structures, policies, and procedures. From this perspective, climate is shaped by the design and functioning of the organization's formal systems, such as its hierarchical structure, rules, and roles (James & Jones, 1974). Employees' perceptions of the organizational climate are seen as a reflection of these objective features.

### *Perceptual Approach*

The perceptual approach emphasizes the subjective nature of organizational climate, focusing on individuals' perceptions and interpretations of the organizational environment. According to this approach, organizational climate is the result of how employees perceive their experiences within the organization, shaped by personal factors such as values, expectations, and prior experiences (Schneider & Reichers, 1983). These perceptions are influenced by interpersonal interactions, leadership behavior, and organizational culture.

### *Interactive Approach*

The interactive approach combines elements of both the structural and perceptual perspectives, suggesting that organizational climate is created through dynamic interactions between individuals and the organization. This approach emphasizes the reciprocal nature of climate formation, where organizational structures and individual perceptions influence one another (Ashforth, 1985). In this view, organizational climate is a product of both top-down processes, such as policies and leadership, and bottom-up processes, such as employee perceptions and interactions.

### *Cultural Approach*

The cultural approach to organizational climate links climate to the broader concept of organizational culture. According to this perspective, organizational climate is a surface manifestation of the underlying organizational culture, which encompasses deeper values, beliefs, and assumptions (Schein, 2010). While climate refers to employees' perceptions of the work environment, culture reflects the shared values and norms that shape these perceptions.

## **Impact of Organizational Climate on Performance**

The impact of organizational climate on employee performance and organizational outcomes has been extensively studied. A positive organizational climate is associated with a range of beneficial outcomes, including higher job satisfaction, increased productivity, and lower turnover rates (Patterson, Warr, & West, 2004).

A positive organizational climate fosters employee satisfaction and organizational commitment. When employees perceive their work environment as supportive, fair, and empowering, they are more likely to be satisfied with their jobs and committed to the organization's goals (Meyer & Allen, 1991). This, in turn, leads to increased job performance and lower turnover.

Organizations with a climate that supports innovation and creativity tend to outperform those that do not. A climate that encourages risk-taking, experimentation, and the sharing of new ideas promotes innovation, leading to the development of new products, services, and processes (Amabile, Conti, Coon, Lazenby, & Herron, 1996).

Organizational climate also has a significant impact on employee well-being. A supportive and resourceful work environment contributes to reduced stress levels, lower rates of burnout, and improved mental health (Maslach & Leiter, 1997). In contrast, a negative climate characterized by high demands, low control, and lack of support can lead to burnout and poor health outcomes.

The overall performance of an organization is closely linked to its climate. A positive organizational climate enhances communication, collaboration, and alignment with organizational goals, leading to higher levels of performance (Patterson et al., 2004). Organizations with a positive climate are better able to attract and retain talent, adapt to change, and achieve long-term success.

Organizational climate plays a vital role in shaping the attitudes, behaviors, and performance of employees. A positive climate, characterized by supportive leadership, open communication, innovation, and empowerment, enhances job satisfaction, innovation, and overall organizational success. On the other hand, a negative climate can lead to disengagement, low morale, and poor performance. Understanding the dimensions and theoretical foundations of organizational climate is essential for leaders seeking to create a work environment that fosters employee well-being, creativity, and long-term success. By implementing strategies to improve organizational climate, leaders can ensure a thriving, high-performing organization.



### **3.2.6 Related Studies on Organisational Climate in Educational Sector**

The investigation of organizational climate and its potential correlations with various factors has been a topic of great significance to academic study subjects.

In a study conducted by Appleberry and Hoy (1969), which focused on 45 elementary schools, a correlation was discovered between school climate and teachers' approach to student control. The findings revealed that schools with a more open climate tended to have teachers with a more humanistic Pupil Control Ideology score. In a study conducted by Friesen (1972), the author examined the differences between a school that granted students a significant level of autonomy and one that imposed stricter control over students. The researcher discovered that teachers at one school believed their school had a more open climate compared to teachers at another school. When students were asked to complete a modified version of the organisational climate descriptive questionnaire (OCDQ), they couldn't find any variations in regards to the general openness of the climate. This was the case even though the OCDQ was modified. The excitement and disengagement of instructors, in addition to the leadership of principals, appear to have an effect on the degree of control that students experience in the course of their education.

In a study conducted by Helsel, Aurbach, and Willower (1969), it was discovered that teachers' perceptions of the school climate and their expectations for changes in education were closely linked to their level of optimism. Additionally, the study found that teacher's perceptions of the principals' focus on thrust, consideration, and production emphasis also played a role in shaping their expectations. On the other hand, perceived hindrance was found to be associated with pessimism. From an academic perspective, the principal's actions, rather than those of the teachers, were linked to the expectation of achieving desired changes.

Another research study conducted by George and Bishop (1971) examined the relationship between teachers' perceptions of school climate and the combined influence of perceived organisational structure and individual personalities. The results of the study indicated a significant correlation between the scores on the OCDQ scale and these factors. In a study conducted by Srivastava (1985), the findings indicated that teachers tended to perceive the organizational climate of their institutions as closed, while principals had a perception of it being open.

In the research conducted by Mistry (1985), it was discovered that there is a strong correlation between academic motivation and various factors such as job satisfaction, involvement, and overall satisfaction. Furthermore, a negative correlation was shown to exist between the environment of control and characteristics of job satisfaction related to the job itself, as well as overall job satisfaction. In an inquiry conducted by Singh (1985), it was found that the dimensions of organizational climate varied significantly among schools with different levels of performance. When compared to the average of high performance school, low performance schools demonstrate higher levels of esprit, intimacy, and humanised thrust, while high performance schools demonstrate lower levels of disengagement, alienation, and psychological challenge.

Iqbal (1986) carried out a comprehensive study by administering a questionnaire to a sample of 150 teachers and 50 heads of institutions. The objective was to identify and evaluate the individual and professional skills of the teachers. She discovered a list of teacher competencies that are highly valued in an academic setting. These include being punctual, diligent, professional, trustworthy, knowledgeable about national history, self-assured, approachable, focused, upbeat, direct in teaching, utilizing audio-visual aids, attentive to students' weaknesses, providing regular updates to parents about their children's progress, and maintaining a friendly rapport with parents.

Jahangir (1988) carried out a study in Pakistan to assess teachers' performance using a rating scale that covered four main areas of teaching behavior: intellect, personality, teaching techniques, and interaction with students. The primary objective of the study was to examine the attributes of educators working at the postgraduate level. The evaluation is centered around students' assessment of their teacher's overall performance. Based on the data, it can be observed that the students had a generally positive perception of their teachers. The sample consists of 70 respondents randomly selected postgraduate students from Peshawar University. The primary objective of the study was to examine the perceptions and evaluations of teachers by students at Peshawar University. The findings suggest a positive perception of the teachers who represent the institution. The findings additionally indicated that the students in the consulting group held a positive perception of their

teachers' personality and intellect. It could be a contributing factor to a positive teacher-student interaction.

In a study undertaken by Stremmel (1992), the focus was on examining the correlation between measures of organizational climate and job satisfaction. A total of 94 child care teachers were surveyed, representing 27 licensed child care centers. The findings indicated that the organizational climate, specifically when measured as aggregate center climate, and job satisfaction appear to have a dynamic relationship, while also offering separate insights into the work environment.

In a comprehensive study conducted by Casteed (1994), the focus was on investigating the correlation between various aspects of school climate and student achievement. In this particular study, student performance was particularly evaluated by means of a compulsory value-added exam taken at the third grade level. As evidenced by the total score, it was found that there was a significant gap between the perceptions of the school climate held by principals and those held by teachers. Sadker and Sadker (1997) noted that successful educators possess a deep understanding of their subject matter. They skilfully organize their lessons and dedicate a significant portion of class time to academic pursuits. These teachers carefully structure learning experiences, presenting directions and content information in a clear and concise manner. They consistently maintain high levels of student interest and engagement, ensuring that students have ample opportunities to practice their skills. In addition, these educators actively involve all students in discussions, asking a range of questions that align with the lesson objectives. They understand the importance of providing adequate wait time and offering clear feedback to students. These teachers also deliver content at a level that promotes a high rate of success among their students. They employ a variety of activities and procedures to keep students engaged and hold them to high expectations. Above all, these educators exhibit a genuine enthusiasm for teaching. The institution had an impressive track record when it came to their students, treating them with utmost respect. They were skilled at making connections between new knowledge and prior understanding, fostering deep learning rather than superficial knowledge. Additionally, they were adept at cultivating effective communication within the classroom.

In a study conducted by Hayat (1998), the focus was on the organizational climate, job satisfaction, and classroom performance of college teachers. According to the findings of his investigation, a number of characteristics such as qualifications, age of employees, staff size, length of service, and amount of time spent in college, were found to have a highly significant relationship with the level of job satisfaction experienced by teachers working in workplaces that were open and autonomous. He discovered a welcoming atmosphere in the majority of academic institutions, where college educators who reported high job satisfaction also excelled in the classroom.

An investigation conducted by John and Taylor in 1999 delved into the correlations between the leadership style of the Head of school, the climate within schools, and the commitment of teachers to the organization. Information was collected from a total of 227 teachers across twenty different schools. The participants were asked to complete three different questionnaires on organizational climate, organizational commitment and leadership style. There has been significant relationship found between the leadership style, the atmosphere of the school, and the organisational commitment of the teaching staff. Teachers observed a greater level of dedication when the leadership displayed a strong focus on consideration, regardless of the extent of structure provided. Teachers, there is a strong correlation between organizational commitment and climate openness. It is accepted that through the existence of positive behaviour of the head or leader it results in high levels of teacher involvement, close relationships, and low levels of teacher dissatisfaction. In addition, it was discovered that considerate leadership behavior has a positive correlation with climate openness. It seems that leadership behaviors, specifically the consideration dimension, have proven to be more valuable when it comes to the domains of school climate and organizational commitment.

Two research projects conducted by Johnsrud in 1999 and 2000 focused on analyzing the morale of mid-level administrators. The researcher found that several aspects associated with the organisational climate, including trust, communication, direction, feedback, and recognition of competence from supervisors, have a substantial impact on overall morale. The researcher provided a comprehensive definition of morale, which encompasses various aspects of an individual's mindset

towards their job. These aspects include satisfaction, commitment, loyalty, and a sense of common purpose in relation to their work.

A research carried out by Natrajan (2001), designed to explore the various types of organizational climate present in higher secondary schools and their overall impact on the job satisfaction of postgraduate teachers in these schools. A total of 256 postgraduate teachers, who were employed in 30 higher secondary schools within the Tirupattur Educational District of Tamil Nadu, participated in this study. To assess the school organisational climate, the researchers administered the School Organisational Climate Description Questionnaire. Additionally, the Job Satisfaction Scale was also administered to measure the teachers' level of job satisfaction. Upon conducting a comprehensive analysis of the data, it was observed that the secondary schools within the Tirupattur Educational districts exhibited a range of distinct organisational climates. Indeed, a comprehensive analysis revealed the existence of six distinct organisational climates. In addition, a significant correlation was found between the organisational climate of the school and the levels of job satisfaction reported by its teachers.

A research conducted by Volkwein (2000, 2003) investigated the levels of job satisfaction among administrators in public and private universities. The combined results indicated that factors such as job insecurity, stress, and pressure had a notable detrimental effect on overall satisfaction. On the other hand, positive influences on overall satisfaction were observed in areas such as teamwork, recognition, career advancement, a sense of independence, and the quality of social and professional relationships with colleagues and supervisors.

A study conducted by Gunbayi (2007) investigated the variations in the levels of variables associated with school climate factors among teachers. Based on the analyses conducted, the teachers unanimously reported an open and positive climate regarding team commitment, organizational clarity and standards, intimacy and support, autonomy, and member conflict. However, the climate was found to be more moderate when it came to factors such as risk and reward. Ultimately, several suggestions were put forth regarding how to support educators in fostering a more favorable and inclusive educational environment.

In a study conducted by Kimberly (2007), the main focus was on different types of school reform and their impact on preventing teacher burnout. The survey data from three distinct groups of participants in reform models revealed notable disparities in teacher perceptions. A significant range of variability was observed in the population of data sets. The study also explores the requirements that teachers have from a professional and organizational standpoint in order to achieve job satisfaction. The findings from both the interview and survey data strongly suggest that comprehensive school improvement reform models could potentially serve as effective measures to prevent burnout.

In a study conducted by Adeyemi (2008), the focus was on examining the correlation between the organizational climate and job performance of teachers in primary schools located in Ondo State, Nigeria. In this study, a descriptive survey was conducted, and a sample of 360 schools was selected using the stratified random sampling method. For the purpose of gathering information regarding the organisational climate and the performance of teachers at schools, a questionnaire was implemented. Based on the findings of the research, it was discovered that the majority of educational institutions have an organisational structure that is characterised by an open climate. Unfortunately, the degree of organisational climate in the schools was considered to be relatively low. Similarly, the teachers' performance on the job was not satisfactory. There was a notable correlation discovered between the organizational climate and the job performance of teachers. According to the research findings, it is recommended that principals establish a positive environment to improve job performance among teachers. It is imperative to enhance the regular supervision of teachers and prioritize their needs in order to cultivate a conducive and enriching school climate. It is imperative for the government to ensure that schools are equipped with all the essential facilities and resources. The findings of these studies were derived from an analysis of the organizational climate within institutions in their respective countries.

### **3.3 REVIEW ON TEACHERS PERFORMANCE AND IT'S RELATED**

Teacher performance generally refers to the ability of teachers to effectively deliver educational content and contribute to student learning outcomes. According to Stronge (2018), teacher performance encompasses various dimensions including planning, instructional delivery, classroom management, assessment, and professional behavior. Each of these areas plays a vital role in shaping the overall effectiveness of a teacher. Moreover, several researchers highlight that teacher performance is not just about academic achievements but also about how teachers engage with students, foster critical thinking, and create a conducive learning environment (Danielson, 2013).

The educational instructors' role in shaping the conducive environment within the college holds great significance. The institution, as a structured environment, facilitates interpersonal connections among its stakeholders. Teachers engage in interactions with each other, as well as with the principal, students, and parents. The manner in which educators engage with one another and with external parties plays a crucial role in shaping the overall atmosphere of the academic institution. In a study conducted by Halpin in 1966, four distinct characteristics of teachers' behavior and their impact on the classroom climate were identified. The following characteristics are: disengagement, hindrance, esprit, and intimacy.

#### Disengagement

According to Halpin (1966), disengagement signifies a lack of commitment to the institution. In this detached academic institution, professors occupy themselves with insignificant affairs. They have expressed their dissatisfaction and voiced their criticisms of the principal. Their pessimistic demeanor is evident in the way they interact with each other. In a scholarly study conducted by Hoy and Sabo (1998), these educators have been categorized as individuals who are merely "going through the motions". Some individuals undermine the efforts of the principal and contribute to a negative atmosphere within the college.

On the other hand, in an academic institution known for its high level of engagement and a strong sense of commitment, teachers collaborate as a cohesive unit. They hold each other in high regard and carry themselves with utmost professionalism. The teachers are able to continue their work and find fulfillment in it, despite the

principal's unfavorable conduct. Therefore, these educators remain highly effective despite the principal's inadequate autocratic leadership style.

Hindrance:

Halpin (1966) discusses how some teachers perceive work schedule and requirements as obstacles to their primary teaching responsibilities. These individuals view paperwork and non-instructional college activities as hindrances. Owens (1981) argues that these teachers prioritize teaching and view administrative tasks, such as rules and paperwork, as unnecessary. Many educators find it burdensome to complete tasks such as writing lesson plans, maintaining attendance records, documenting test scores, and communicating with parents. According to Silver (1983), some educators view administrative duties as essential and beneficial for advancing educational objectives. As an illustration, in the absence of a teacher maintaining an attendance record, it suggests that the significance of consistent attendance and punctuality may not be emphasized. Consequently, certain students who possess a proclivity for avoiding academic pursuits may become truants, and habitual tardiness may be perceived as acceptable. This could potentially result in subpar academic performance and a rise in the number of students who leave their studies prematurely.

In a setting where educators are overwhelmed with paperwork and various administrative responsibilities, the quality of the teaching and learning experience is significantly compromised. If principals place excessive emphasis on paperwork, to the point where it becomes the primary focus rather than a tool to achieve goals, teachers may reluctantly fulfill their duties in order to avoid conflicts with the principal. In his study, Halpin (1966) notes that such a situation can disrupt the overall mission of creating a goal-oriented climate, as teachers end up devoting excessive time to activities that may not be beneficial for students. Given the tendency of certain principals to prioritize paperwork, it is possible to infer that other principals may not place much importance on teachers maintaining essential records." For example, if a principal does not prioritize accountability in areas such as lesson planning, attendance tracking, student progress monitoring, and parent communication, it can lead to a permissive environment where teachers have the freedom to neglect their teaching responsibilities.



Esprit:

Halpin (1966) defines esprit as the level of satisfaction that teachers experience with their social life and professional work. In a prestigious academic setting, characterized by a strong sense of camaraderie and impressive achievements, educators collaborate, assist, and cooperate with one another. As a collective unit, they hold a deep admiration and regard for one another. They appreciate one another's companionship and are dedicated to their professional endeavors. They display a strong commitment to their work, consistently coming up with fresh ideas and readily offering support to one another when needed. When teachers lack enthusiasm, they may approach their work with reluctance. They do not find fulfillment in their work. Therefore, they engage in employment solely for the purpose of financial sustenance, lacking any sense of dedication. Such circumstances create an environment that is unfavorable for productivity (Hoy and Sabo, 1998).

Intimacy:

"Intimacy is a concept that describes the nature of relationships among educators in an academic institution" (Halpin, 1966). The level of connections that exist among educators varies from institution to institution. According to Silver (1983), there can be varying levels of intimacy among teachers in different academic institutions. Some institutions may have high levels of intimacy among teachers, while others may have low levels or even no intimacy at all. In their study, Hoy and Miskel (2001) noted that a strong sense of intimacy signifies a close bond between teachers. Faculty members in an academic institution known for its close-knit community have a deep understanding of one another and openly discuss personal matters. This type of relationship extends beyond the academic setting, as they continue to socialize both during and outside of college. They offer unwavering support to one another, including frequent visits and a deep understanding of each other's families. They remain steadfast allies, even during challenging circumstances. They establish meaningful relationships with their peers in the academic community. In this particular scenario, the emotional and psychological needs of teachers are adequately addressed. Through fostering an environment of support and motivation, individuals are able to operate with optimal efficiency, resulting in a harmonious and optimistic atmosphere. However, excessive familiarity, if not exercised with caution, can result

in a detrimental atmosphere. Instances in which educators fail to restrict the exchange of personal information to one another, but instead engage in gossip regarding issues impacting their colleagues, can result in confusion, mistrust, conflict, suspicion, and even disputes.

### **3.3.1 Teacher performance**

The performance of teachers is of utmost importance in the field of education. Regardless of the policies that are established, it is ultimately the responsibility of the teachers to interpret and implement them. This is accomplished not alone by their personal demonstrations, but also via the pedagogical procedures of teaching and learning. Teaching performance refers to the implementation of instruction, which includes asking questions, providing explanations, giving instructions, expressing approval, and participating in different instructional activities that a teacher performs in the classroom. The term does not intend to encompass the consequences or results of instruction, such as student performance or individual development. Moreover, it does not seek to include teacher attributes such as attitudes and expectations. When it comes to teaching performance, the focus is on process variables rather than presage or product variables, as described by Dunkin and Biddle.

As per the definition provided by the Oxford Concise Dictionary (1999), the term 'perform' refers to the act of carrying out or accomplishing an action or task. Additionally, it can also denote the act of working, functioning, or doing something to a specific standard. Performance refers to the execution of a task or function. On the other hand, Edis (1995) presents a contrasting viewpoint, suggesting that performance is a separate entity that individuals create and leave behind, independent of its original purpose. Performance is determined by measurable actions, which can be divided into two aspects: behavioural actions and outcome actions. Hence, the performance's action aspect pertains to an individual's actions within the work environment, aligned with the objectives of the organization. The outcome, in turn, is the direct consequence of the individual's behaviour.

By defining performance in a more specific manner, one can tap into a wealth of academic research on how to improve teacher behaviour and develop teaching skills. The variables to be discussed have been drawn from the existing literature. To

fully grasp the significance of practice in teacher training, it is crucial to focus on the practical aspects and the inherent value it holds. The performance of a teacher refers to their conduct and behaviour during the teaching process. The performance of teachers has been found to be closely linked to their effectiveness, as demonstrated by Medly and Shannon (1994).

The performance of teachers plays a vital role in the development of children. One of the primary duties of an educator is to identify and cultivate talents. In accordance with Riley (1994), it is the responsibility of the teacher to integrate new knowledge and experiences into the existing framework of the students' understanding. To excel as a mediator, one must possess a deep understanding of how individuals of different ages and developmental stages perceive their surroundings. As an instructor, the focus should be on imparting the skill of learning rather than simply filling the mind with facts and information.

The significance of a teacher in an academic environment is beyond doubt. Due to the fact that the quality of education is dependent on the effectiveness and competency of instructors, the contribution that teachers make to the teaching-learning process is of the utmost importance. The academic teacher plays a crucial role in driving the success, reforms, and advancement of educational programs. They are the most important factor in ensuring positive outcomes. According to Spenser and Ingram (1965), the success or failure of the enterprise is closely tied to the leader of the group, specifically the teacher, and their ability to consider and respond to the emerging social-emotional climate in the classroom. If a teacher lacks inspiration and is ill-suited for their role, even a well-funded school will not fulfill its potential as a place of education. Teachers play a crucial role in shaping the lives of learners and in the educational journey towards development. It is evident, therefore, there is no question that teachers hold a significant and vital role in shaping and guiding abilities in the correct direction. If a teacher lacks competence, is dissatisfied with their job, and lacks proper values, it can undermine the entire foundation of the education system.

According to UNESCO (1972), the role of teachers is evolving. Instead of merely imparting information in an authoritative manner, they are now devoting a greater amount of time to determining the requirements of the students, inspiring and

encouraging them to learn, and ensuring that they have the necessary content knowledge. The success of an educational system is measured by the level of student engagement in order to achieve desired outcomes in the cognitive, affective, or psychomotor domains. The primary objective of educators, whether they be teachers or educational administrators, is to optimize academic performance within the established framework. According to Anderson (1991), the effectiveness of teachers can be measured by their influence on students' academic performance. These educators possess a remarkable ability to exceed expectations and consistently make a lasting impression, year after year.

In a scholarly study conducted by Panda and Mohanty (2003), it was found that the behavior exhibited by teachers in the classroom has a significant impact on the academic performance of students. Baiocco (1998) found a significant correlation between teacher influence and pupil achievement and attitudes based on various field and experimental studies. It has been found that indirect teacher influences have a significant impact on pupil achievement and attitudes, surpassing the effects of direct teacher influence.

Undoubtedly, the well-being, economic success, and stability of a nation are intricately tied to the calibre of its education system. In today's world, countries are engaged in a fierce competition in the realm of knowledge. The politicians are depending on the expertise, scholars, scientists, and the practical outcomes and consequences. In today's academic landscape, the competitions predominantly revolve around the realms of science, technology, and economics. There is a strong interconnection between all these disciplines. As a nation delves deeper into the realm of knowledge, its reputation as a distinguished nation grows. The calibre and standard of education rely on the expertise and proficiency of educators. It is a widely acknowledged fact that the quality of education is directly linked to the competence of its educators. Similarly, the progress and development of a nation are closely tied to the effectiveness of its educational system. The teacher holds a pivotal role within the entire system of education. It is indeed true that any revolution in education must begin with the teacher. During the process of professional teacher preparation, there is a strong focus on improving their skills and abilities by modifying their behavior.

Performance management is a comprehensive and systematic procedure that assists organizations in attaining long-term success by enhancing the individual performance of employees and strengthening both individual and team skills (Armstrong, 2000). The evaluation of teachers' performance in educational institutions serves multiple purposes, including improving the quality of teaching and providing insights into teacher training policies and procedures (Carter & Lochte, 2016). The correlation between the efficacy of education and the enhancement of general education lies in the caliber of teacher training programs and the provision of pedagogical and practical training to teachers, emphasizing effective teaching methods (Darling-Hammond et al., 2009).

Despite the establishment of national criteria for teacher abilities, selection and training, still leaders and administrators at all levels of education face significant obstacles due to the poor performance of teachers (Wragg et al., 2000). Inadequate teachers who do not fulfill their performance requirements have a negative influence on the performance of individuals they interact with. Inadequate performance has a detrimental impact on the academic accomplishments of students, the effectiveness of other teachers, and the overall leadership and management of the school. Simultaneously, inadequate performance also undermines the school's reputation and elicits responses from parents (Dean, 2002). Conversely, both human and organizational deficiencies resulting from poor performance might hinder the long-term economic progress of countries (Hanushek, 2010).

Clear definition of performance criteria is essential for achieving performance improvement. This is because performance can only be effectively managed and measured when it is clearly defined (Armstrong, 2000). The development process, initiated by a precise definition of performance, must provide strategies to enhance teachers' performance and sustain elevated levels of achievement (Jones et al., 2006). By adopting this approach, it is possible to attain a sustainable enhancement in the efficiency of both educational institutions and the whole educational system. Multiple researches have discovered that improving academic performance has a substantial effect on both the caliber of instruction and the caliber of student educators (Barnett, 2008; Hanushek et al., 2004; Rivkin et al., 2005). Upon reviewing the pertinent literature, it becomes evident that teacher qualifications have

a direct impact on school success. Several studies investigate the interconnections of teachers' professional development, performance, and school effectiveness, and offer empirical support for these connections (Özgenel & Mert, 2019; Wallin, 2003; Yalçın & Özgenel, 2021).

Özgenel and Mert (2019) found that the training, seminars, and personal development of teachers had a substantial impact on their performance during their service. By optimizing the effectiveness of teachers, there will be a corresponding enhancement in the academic achievement of students. This approach will result in a boost in the efficiency and effectiveness of schools. Wallin (2003) asserts that teachers' professional development has a beneficial impact on the creation, execution, and evaluation of schools' policies and procedures. The teacher can cultivate strong relationships with parents, uphold standards of professional integrity and personal growth, exchange ideas and resources with fellow professionals, and enhance the overall effectiveness of the school program through the provision of professional development. Yalçın and Özgenel (2021) assert that the professional growth of teachers plays a significant role in altering teachers' outlook on their work. Professional development plays a crucial role in enhancing the teacher's performance and knowledge. The effectiveness of teachers directly impacts the overall effectiveness of schools and the academic success of students. Emphasizing the professional development of teachers is crucial for enhancing the quality of education.

### **Factors Influencing Teacher Performance**

Organizational climate plays a significant role in shaping teacher performance. A positive and supportive organizational climate contributes to better job satisfaction, which in turn improves teacher performance (Hoy & Miskel, 1991). According to research conducted by Cheng (1994), schools with a supportive climate characterized by open communication, collaboration, and shared decision-making tend to have teachers who are more motivated and perform better. Similarly, in higher education institutions, the organizational climate affects the ability of college teachers to engage in research, teaching, and professional development activities (Karavas, 2010).

Moreover, teachers' perceptions of fairness, autonomy, and trust within the school or college significantly impact their motivation and effectiveness (Tschannen-Moran & Hoy, 2000). Teachers working in a positive climate feel more empowered, take initiative, and exhibit higher levels of commitment to their roles, which ultimately enhances their performance. In contrast, a negative organizational climate, marked by poor communication, lack of support, and unclear expectations, can lead to teacher burnout and poor performance (Maslach & Leiter, 1997).

Teacher motivation is one of the most widely researched factors that affect performance. According to the Self-Determination Theory (Deci & Ryan, 2000), motivation is driven by the fulfillment of basic psychological needs such as autonomy, competence, and relatedness. Teachers who feel autonomous in their decision-making and competent in their abilities tend to be more motivated and perform better in their teaching roles (Ryan & Deci, 2000). Studies have shown that intrinsic motivation, driven by personal interest and satisfaction derived from teaching, is more effective in enhancing teacher performance than extrinsic motivation such as financial incentives or promotions (Watt & Richardson, 2008).

Extrinsic factors, however, also play a significant role in influencing teacher performance. In many cases, salary, job security, and opportunities for promotion serve as motivating factors that can improve teacher commitment and effectiveness (Lavy, 2007). For instance, a study by Liang (2011) found that teachers in higher education who received recognition and competitive compensation were more motivated to improve their performance. Similarly, in the school context, teachers who received adequate support from administrators and were recognized for their efforts showed higher levels of commitment and better performance (Firestone & Pennell, 1993).

Professional development is critical in shaping the performance of both school and college teachers. Continuous learning and development opportunities enable teachers to improve their pedagogical skills, stay updated with the latest teaching strategies, and enhance their subject knowledge. Research suggests that professional development programs that are collaborative, ongoing, and closely related to teachers' work are more effective in improving performance (Desimone, 2009).

Guskey (2002) highlights that professional development leads to changes in teaching practices and contributes to improved student outcomes. For school teachers, professional development can enhance classroom management skills, instructional techniques, and assessment methods, all of which directly impact teacher performance. Similarly, in higher education, professional development activities that focus on research skills, pedagogy, and technological advancements enhance college teachers' ability to balance teaching and research responsibilities effectively (Zuber-Skerritt, 1994).

The workload of teachers, including administrative duties, lesson planning, grading, and extracurricular activities, has a significant impact on their performance. High workload and job stress have been consistently linked to teacher burnout, leading to reduced effectiveness and job satisfaction (Kyriacou, 2001). A study conducted by Skaalvik and Skaalvik (2015) found that teachers with excessive workloads and high job demands reported higher levels of emotional exhaustion, which negatively affected their teaching performance.

In college settings, the pressure to balance teaching, research, and administrative tasks can lead to similar outcomes. Academic staff in higher education institutions often face the challenge of managing multiple roles, which can compromise their teaching quality if not managed properly (Houston, Meyer, & Paewai, 2006). Teachers who experience high levels of stress are more likely to exhibit lower levels of engagement and creativity in their teaching practices, ultimately affecting their performance.

Leadership plays a pivotal role in influencing teacher performance in both schools and colleges. Effective leadership practices, characterized by clear communication, support, and trust, contribute to a positive working environment where teachers feel valued and motivated. Research shows that transformational leadership, which focuses on inspiring and empowering teachers, has a significant impact on improving teacher performance (Leithwood, Jantzi, & Steinbach, 1999).

In the context of schools, principals who provide instructional leadership and support teacher development create an environment that fosters high performance (Hallinger



& Heck, 1998). Similarly, in higher education, academic leadership that encourages collaboration, innovation, and academic freedom enhances the performance of college teachers (Bryman, 2007). The support provided by school leaders and administrators in terms of resources, mentorship, and feedback is crucial for sustaining high levels of teacher performance.

Effective classroom management is a key determinant of teacher performance, particularly in school settings. Classroom management involves maintaining discipline, creating a positive learning environment, and ensuring that students are engaged in the learning process. Teachers who are skilled in classroom management are better able to create a conducive learning environment that promotes student achievement and enhances their own performance (Marzano, Marzano, & Pickering, 2003).

Research shows that teachers who receive training in classroom management techniques are more likely to have better student engagement and fewer behavioral issues, which directly improves their overall performance (Emmer & Sabornie, 2015). In college settings, classroom management is equally important, though the challenges may differ. College teachers need to engage students at a higher cognitive level and ensure active participation, which requires effective classroom strategies that promote critical thinking and student interaction (Weimer, 2013).

### **School vs. College Teachers' Performance**

The performance of school and college teachers is influenced by both common and unique factors. While some elements such as motivation, professional development, and organizational climate affect both groups, there are differences in the way these factors impact school versus college teachers.

#### **a.Role of research in college settings**

One of the key differences between school and college teachers is the role of research in their performance. In higher education institutions, teachers are often required to engage in research activities in addition to their teaching responsibilities

(Braxton, Luckey, & Helland, 2002). The ability to balance teaching and research effectively is a major determinant of performance in college settings. College teachers who are actively involved in research are more likely to enhance their teaching practices by incorporating the latest knowledge and innovations into their instruction (Trowler & Wareham, 2008).

On the other hand, school teachers typically focus more on instructional delivery and classroom management, with less emphasis on research. However, professional development and continuous learning are equally important for school teachers in improving their performance.

#### b. Student-Teacher interaction

The nature of student-teacher interaction also differs between schools and colleges. In schools, teachers often have more frequent and personal interactions with students, which plays a significant role in shaping their performance. According to Pianta, Hamre, and Allen (2012), positive teacher-student relationships contribute to better student outcomes and enhance teacher effectiveness. In contrast, college teachers may have larger classes and less frequent contact with individual students, which can impact their ability to engage students effectively.

College teachers, however, are expected to foster critical thinking and independent learning in students, which requires a different approach to interaction and engagement compared to school teachers (Biggs, 2011). The ability to guide students in self-directed learning is a key factor in college teachers' performance.

The literature on school and college teachers' performance highlights several factors that influence their effectiveness, including organizational climate, motivation, professional development, workload, leadership, and classroom management. While there are common elements across both school and college settings, the unique demands of each environment shape the way these factors impact teacher performance. School teachers focus more on classroom management and instructional delivery, while college teachers must balance teaching with research responsibilities. Improving teacher performance requires a holistic approach that

addresses both intrinsic and extrinsic motivators, provides continuous professional development, and creates a supportive organizational climate.

### **3.3.2 Job Satisfaction and Performance**

There was a prevailing belief during the 1930s-1950s that the productivity of workers is directly linked to their level of happiness. A study conducted with the aim of demonstrating a positive correlation between job satisfaction and job performance yielded limited evidence to support this claim (Vroom, 1964). In their study, Bruce and Blackburn (1992) discussed the potential for a positive, negative, or no relationship between job satisfaction and performance.

In his work, Spector (1997) highlighted the possibility of a connection between performance and satisfaction, in addition to the well-known relationship between satisfaction and performance. According to his analysis, there is a greater amount of evidence supporting the notion that high achievers tend to experience higher levels of job satisfaction due to the rewards they receive for their exceptional performance. When looking at the financial performance of the top 100 corporations in the United States of America in relation to their annual returns, Grant (1998) posed the following inquiry: "Is it the employees who contribute to a company's success, or is it the success of a company that brings happiness to its employees?" It was determined that there is a reciprocal relationship between cause and effect. It was intriguing to observe the presence of content employees in companies that experienced poor performance, as evidenced by significantly low annual returns or financial losses.

According to Herzberg's theory, job satisfaction is influenced by both inner and extrinsic incentives (Franczukowska et al., 2021). Prior research has also recommended that managers to embrace Herzberg's theory as a means to have a deeper comprehension of the aspects that have the potential to enhance job satisfaction and significance on work (Denton & Maatgi, 2016). Managers should implement policies aimed at boosting satisfaction and achievement, productivity levels, employee turnover, and improving overall organizational performance (Ali, 2016; Huang & Su, 2016).

Job satisfaction is an challenging topic to study in the field of human resource management because it is influenced by elements such as nationality and cultural backgrounds, which vary greatly. This complexity makes it difficult to do research on the topic (Ali, 2016; Umamaheswari & Krishnan, 2015). A study conducted by Pan (2015) revealed that job satisfaction is a subjective experience that varies from person to person. Consequently, the level of satisfaction experienced by one person may not be the same to another person or worker. According to De Beer et al. (2016), enhancing the quality of communication between managers and employees is believed to enhance work engagement and ultimately lead to higher satisfaction levels. This can have positive effects on both employees and the organization as a whole.

Researchers may have various approaches for measuring employee job satisfaction (Yücel, 2012). Ezzat & Ehab (2018) and Luz et al. (2018) measures the returns based on factors such as salary and promotion satisfaction, employee's comfort level with colleagues and superiors, and the workload allotted to the employee. Another determinant of job satisfaction is the degree of attention placed on the impact of leadership style. Therefore, it is anticipated that employees will cultivate strong and superior connections with their supervisors, resulting in a higher positive emotional state, increased contentment, and ultimately, enhanced satisfaction with work (Franczukowska et al., 2021). Managers need to enhance their tactics to boost employee work satisfaction and motivate them with suitable policies while dealing with the complexities of job satisfaction variables (De Beer et al., 2016; Huang & Su, 2016; Pan, 2015).

### **3.3.3 Teacher's Personality**

In the research of Challahan (1987), he provides an in-depth analysis of personality, describing it as the intricate arrangement of distinct traits and behavioral patterns that are specific to each individual. Utilizing a teacher's persona is crucial for successfully carrying out various classroom activities. An ideal teaching personality is characterized by a teacher who fosters a comfortable classroom environment that motivates students to actively engage in learning.

As per Gage's (1983) research, the personal behavior of a teacher is seen as a manifestation of their individuality. Personality traits are deduced from observations of extensive patterns of behavior. Intelligence, subject expertise, and a sense of authority are all key aspects of a teacher's personality.

As stated by Zehm and Kottler (1993), the personal-professional dimensions are crucial in determining what sets exceptional teachers apart. The exceptional educator possessed remarkable qualities, and it was evident that the most exceptional teachers possessed exceptional qualities.

In a scholarly study conducted by Deiro (1996), it was noted that teachers exhibit unique personalities and employ diverse teaching methodologies. There is a wide range of approaches when it comes to expectations and involvement in academia. Some individuals maintain a strict and detached demeanor, setting high standards for academic performance. On the other hand, there are those who are warm, spontaneous, and deeply engaged in their academic pursuits. Various methods are employed for curriculum delivery, including traditional lectures, cooperative learning, small-group strategies, or a combination of these approaches. Despite their varying personalities and teaching styles, these educators are having a significant impact on the lives of numerous students. There are certain traits and skills that can offer insights into the personal characteristics that foster and promote nurturing behaviour.

Theoretical and research literature that discusses personality and learning has been done for almost a century (Stanton,1974). Among the results in this century was the findings of Stanton in 1974 that students tend to do better under the teaching method, the latter seeing themselves as more tense and anxious than students tending to perform better under the previous method (Stanton,1974). Next research by Murray and his colleagues in 1990 studied 29 personality traits of teachers in learning at university, among the results were specific personality traits that contributed to effective teaching that were significantly different for different types of courses (Murray, et al 1990). Such high demands for teacher roles have occurred perhaps since the emergence of the title of effective teacher, among which are expressed in the book "Teacher Self-Evaluation: Teachers in Their Own Mirror" published in 1993 (Kremer 1993)that teachers are asked to develop high-level thinking in students

and to help them develop independent learning. The moral growth of their students is another responsibility that falls on the shoulders of teachers.

A studies investigating the influence of introverted and extroverted teachers' personalities on their instructional proximity showed a relationship between extroverted teachers' personality and their use of verbal closeness positive correlation ( $r=0.7$ ,  $p<0.03$ ) and extroverted personality and use of non-verbal closeness ( $r=0.7$ ,  $r=0.75$ ,  $p<0.01$ ) (Zafarghandi,et al,2016). Another studies reviewed 47 published studies and analysed on online teaching and learning since 2008, finding motivated interaction between instructors and students, instructors who were well prepared and fully supported would stimulate on-going discussion (Su and Chen 2016) because personality traits are more sedentary, they will continuously influence the flow of learning and eventually would reach the level of learning achievement (Bal-Taştan 2018). Research results in 2017 shows that teachers who teach empathically help students to grow in facing various challenges at various levels (Almarghani and Mijatovic 2017).

The results of studying teacher personality within the framework of contemporary personality theory can provide a solid foundation for developing a more comprehensive theory of teacher personality in educational settings. This is particularly true when combined with our current understanding of managing small social groups and theories of learning and development. Therefore, the present evaluation might be used as a foundation for establishing a distinct area within the study of school climate that specifically examines the psychological elements of the teaching profession. A study conducted by Khan and his colleagues found that the combination of personality traits and learning styles did not have a significant impact on predicting academic achievement in school kids. The same thing applies to differences in personality traits and learning styles between male and female students is not significant too (Khan,et al 2018), personality competence has an effect of 26% on learning achievement in economics (Wandini and Abdurahkman 2018).

In terms of teaching methods, using multicultural-based short story appreciation, which aligns with the personality trait of openness, has been found to be more effective than using textbooks for teaching prose-fiction appreciation (Sholehhudin and Waluyo 2020).

### **3.3.4 Teachers Motivation**

Young children and infants seem to be motivated by their natural curiosity, compelled to engage with and understand their surroundings. Regrettably, as children progress in age, their enthusiasm for acquiring knowledge often appears to diminish. Education is frequently linked with tedium rather than enjoyment. A significant proportion of students, exceeding one in four, discontinue their education prior to completing their studies. There are a significant number of students who are physically present in the classroom, yet they do not fully engage themselves in the learning process. Understanding the development of students attitudes and beliefs about learning as well as the factors that promote intrinsic motivation, can be valuable for educators and teachers in combating student apathy (Deiro, 1996). Teachers can effectively motivate students by:

- Communicating clearly.
- Assigning activities that promote active participation with the content.
- Establishing an environment that encourages students to learn from their mistakes without facing excessive consequences.
- Expressing a genuine passion for the subject matter.

Here are four different viewpoints on intrinsic motivation:

1. Competence: People participate in educational endeavours to enhance their skills and gain a sense of accomplishment from effectively mastering the subject matter.
2. Curiosity: People have a natural inclination to explore activities that deviate from their initial expectations. Individuals often gravitate towards circumstances that push the boundaries of their existing abilities, aiming to conquer these challenges and attain a sense of proficiency or comprehension.
3. Autonomy: It is essential for individuals to have a sense of autonomy. They desire to perceive their engagement in activities as driven by personal choice rather than for any external incentive.
4. Internal motivation drive: People participate in scholarly pursuits that may not be inherently captivating due to their internalized pursuit of success. The individuals in question prioritize being knowledgeable and recognize its significance within society (Laslett and Smith, 1984).

The level of involvement that teachers have in teaching activities is often influenced by their motivation. It is widely acknowledged that a dedicated educator will exert greater effort, explore innovative methods and approaches, and overall go the extra mile for the benefit of their students (Gokce, 2010). As an educator, it is crucial to be deeply motivated and satisfied, both internally and externally, in order to sustain the drive to teach throughout one's professional journey.

According to Sah 2016, Teachers' motivation is affected by various elements, such as remuneration, classroom achievements, professional commitment, training, and the potential for promotion and career growth.

The notion of quality has garnered significant scrutiny in educational settings in recent years (Komor-owska, 2017). Every nation and its people require quality education as a fundamental necessity. It not only facilitates individuals in enhancing their talents but also empowers them to contribute to the betterment of society. Quality education is defined as the ability of an institution to create educational environments that allow students to effectively attain meaningful learning objectives, including appropriate academic standards (Gordon and Partington, 1993 cited in Rowley, 1996).

The motivation of teachers is crucial for the establishment and ongoing improvement of educational quality. Teachers' motivation refers to the process of inspiring and encouraging teachers in their professional roles to enhance their performance. When teachers are highly motivated and receive sufficient attention, it enhances the quality of education by improving the teaching-learning process (Ayeñi, 2015). The motivating process encompasses the utilization of tactics and activities by management to create a conducive environment for satisfying the diverse requirements of teachers, hence fostering their satisfaction, dedication, and effectiveness in performing their responsibilities. Undoubtedly, this will inevitably improve the overall standard of education (Orupabo and Nwankwoala, 2018).

### **3.3.5 Standards of performance**

These standards convey the expected level of performance for teachers, without specifying the exact criteria for determining the effectiveness of a teacher at the beginner or advanced level. Performance-based standards are an essential



component in the process of establishing performance levels. The first step in the development of assessments for teachers' abilities is to establish a consensus within the profession regarding the standards of knowledge and skills they should possess. Once assessments have been carefully crafted and proven to be both valid and reliable, the academic community can then establish realistic expectations for educators at various stages of their professional journey. These "benchmark performances" establish the performance levels that teachers are expected to meet in accordance with the standards (Harper and William, 1997).

The role of the teacher is multifaceted, encompassing a range of responsibilities that significantly impact student learning and development. A teacher's understanding of the core concepts and structures within their discipline is crucial; they must create meaningful learning experiences that resonate with students. This requires not only knowledge of the subject matter but also the ability to connect it to students' lives, thereby enhancing relevance and engagement.

In addition to content knowledge, teachers need a deep understanding of human development and learning. They must recognize how children develop intellectually, socially, emotionally, and physically, and provide learning opportunities that support all these areas. By doing so, teachers can create a holistic educational experience that nurtures the whole child. Moreover, understanding diverse learners is essential; teachers must adapt their instructional strategies to meet the varying needs and learning styles of their students. This adaptability ensures that all students, regardless of their background or abilities, can thrive in the classroom.

Effective communication is another critical component of teaching. Teachers must not only communicate effectively with their students but also foster a positive learning environment that encourages active engagement, self-motivation, and positive social interactions. Creating such an environment involves understanding individual and group behaviors, enabling teachers to cultivate a classroom culture where students feel safe and valued.

Instructional planning is a key aspect of a teacher's role. Teachers must understand how to design instruction based on their knowledge of the discipline, their students, and the community context. This planning allows for tailored lessons that effectively address the unique needs of their students. Furthermore, teachers should be familiar

with a variety of instructional strategies to promote critical thinking and the application of knowledge. Utilizing diverse teaching approaches helps engage students and fosters deeper understanding.

Assessment plays a vital role in education as well. Teachers must understand and implement multiple assessment strategies to continuously evaluate and support student development. These assessments not only measure student learning but also inform instructional practices and highlight areas for improvement.

Continuous professional growth is essential for educators. Teachers must recognize the importance of lifelong learning and actively seek opportunities to enhance their teaching skills. This commitment to improvement helps them stay current with educational trends and best practices.

Building strong professional relationships is also vital for teachers. They must understand the role of educational institutions within the community and work collaboratively with colleagues, parents, and community members to support student learning and well-being. Such collaboration enriches the educational experience and fosters a supportive network for students.

Furthermore, teachers need to be adept in using educational technology. Understanding the role of technology in learning enables teachers to integrate it as both an instructional and management tool, enhancing engagement and facilitating a more dynamic learning experience.

Maintaining professional conduct is paramount for educators. Teachers must adhere to legal and ethical principles, ensuring that their actions reflect the standards expected in the profession. This commitment to professionalism not only builds trust with students and parents but also contributes to a positive educational environment.

In summary, effective teaching requires a blend of content knowledge, understanding of student development, adaptability to diverse learners, strong communication skills, thoughtful planning, varied instructional strategies, continuous assessment, professional growth, collaborative relationships, technology integration, and ethical conduct. These elements are integral to fostering a successful learning environment that supports the academic and personal growth of all students. (Harper and William, 1997).

The study conducted by Kazan (2013) aims to examine and assess the performance of personnel in the service sector of government banks in Turkey. Identify the key determinants that have the greatest impact on the productivity of employees in the service industry within public banking institutions. The findings demonstrated a favorable correlation between employees' sense of belonging and their performance in the banking sector. The physical and ethical setting exerts a beneficial influence on the efficacy of bank personnel. The findings indicated a favorable impact on salaries, employee grants, job satisfaction levels, promotion processes, career progression, employment relations, and incentives for job performance.

The objective of the study conducted by Olorunsola E.O (2012) was to assess the performance of administrative staff in Nigerian institutions located in Western Nigeria, specifically from the viewpoint of managers and departments. Examine the influence of gender on the effectiveness and roles of administrators. The key findings revealed that the personnel of these universities demonstrated exceptionally high performance across all performance-related parameters. The findings indicated that the enhanced productivity of employees could be attributed to the leadership's proficiency and aptitude in interpersonal interactions. It is underscored that there were no substantial disparities in job performance attributable to gender. The performance of both male and female students from these universities was exceptional.

The research conducted by Madi (2011) seeks to explore the degree to which major municipalities implement knowledge management in their execution of managerial tasks, as perceived by managers. The findings suggest that there were positive trends observed, although they fell short of meeting the required threshold for assessing the impact of knowledge management on work performance. There is a positive relationship between knowledge management and operational performance. In 2010, Ben Tarif conducted a study aiming to assess the impact of control units on the efficiency of Jordanian ministries, as perceived by their personnel. The key findings unveiled a noteworthy impact on the overall control dimensions, encompassing the sufficiency of legislations, efficacy of human resources, objectives

of administrative control, supervision competencies, and technology employed, in relation to the effectiveness of Jordanian ministries.

The research conducted by Hawk (2010) sought to examine potential differences in performance evaluations among the general staff members in the administrative and financial services department of the university mentioned above. The study stressed on individuals who took part in informal monitoring programs, drawing comparisons to a control group that lacked informal monitors. The information was obtained through the use of self-reports in a survey. The preliminary data indicate that there were no significant variations in the overall performance evaluation scores between employees who participated in informal monitoring and those who are not engaged in informal monitoring with the informal control group. Within the context of the evaluations of performance, there was no clear connection between the length of the casual monitoring partnership and the evaluations. Informal monitoring plays a crucial role in fostering professional growth and attracting and predicting personnel.

### **3.3.6 Teacher's performance evaluation**

According to Beerens (2000), there are three primary motives for assessing teachers:

- a. Enhancing teacher effectiveness.
- b. To foster personal development in a professional setting.
- c. To address or remove ineffective teachers.

The primary objective of assessing educators should always be centered on enhancing student performance. One aspect of teacher evaluation is its dual purpose in assisting the instructor in enhancing their performance through formative evaluation, while also evaluating the teacher's future job prospects (summative).

There is a wide range of local school teacher evaluation systems that demonstrate a high level of consistency. An issue that greatly contributes to the lack of effectiveness in teacher evaluation is the choice of instrumentation used in these systems. There are various stated purposes of teacher evaluation, which are typically categorized as either formative or summative evaluation concerns. The evaluation function of growth and development is often seen as being in competition with the function of accountability. Given the historical focus on accountability, it is evident

that many teacher evaluation systems have been predominantly shaped by this academic imperative.

The concepts and practices that address legal matters have had a substantial impact on the development of teacher evaluation procedures and tools. As a result, formats that can be scaled and provide a numerical score have remained popular due to their perceived objectivity. One could argue that a single system has the potential to fulfill multiple functions.

Various systems should be established to cater to different objectives, while the concerns regarding the efficacy and utility of scaling formats persist. It is important to consider the issues surrounding the use of scales in teacher evaluation, regardless of whether the system is intended for formative, summative, or both purposes (Schwab, 1990).

### **Criteria for Evaluation**

Evaluating the quality of instruction based on established standards, an analysis was conducted to assess the alignment between the teacher's actions and their intended goals. A significant issue in teacher evaluation stems from the lack of consensus on what defines exemplary or impactful teaching. A successful educator is one who is deemed by others to fulfill their expectations or requirements. Other important individuals to consider are students, guardians, coworkers, supervisors, and the general public. Regrettably, there are varying opinions on what is considered desirable teaching among different stakeholders and over time (Schwab, 1990).

The conventional approach to evaluating teachers involves using ratings, observations, and student test performance. The instructor is required to engage in a formal negotiation with the evaluator in order to reach an academic agreement. This negotiation is about the specific forms of student performance that will be supported as a result of instruction. The instructor begins by providing an overview of the present status of the learners, which is based on their measured performance. After that, the instructor describes the type of proof that will establish that the learners have successfully completed the educational sequence. Once the teacher and evaluator have reached a consensus on the instructional objectives, the teacher proceeds to provide instruction to the students. Information is subsequently collected

from the students, potentially by the teacher or evaluator, to determine if the expected learner outcomes have been achieved (Rao and Reddy, 1992).

According to Beerens (2000), it is important to include teacher self-evaluation, peer observations, and peer coaching in the process of teacher evaluation. In order for teachers to willingly participate in a process to enhance the quality of their professional work, it is crucial to alleviate their concerns about negative evaluations.

In Wallberg's (1987) model, he introduced the concept of teacher monitoring, which consists of two fundamental components. The first component involves the automatic reception of environmental stimuli at the physical perception level. The second component involves the selective processing of this environmental information at the conscious or focal attention level. Effectively monitoring a complex environment necessitates the implementation of a mechanism to redirect focal attention.

In a study conducted by Lower (1987), it was found that a significant number of educators hold the belief that teacher evaluation is biased, unreliable, lacking purpose, and excessively subjective. "The practices are of poor quality and the principles lack clarity."

Assessing educators is undeniably one of the utmost important duties of local educational institutions. Valuable insights for evaluating academic performance can often be obtained through careful observation of classroom teaching. The outcomes of classroom observations typically have a significant impact on a teacher's long-term employment, termination, placement, or advancement.

#### **3.3.9.1 Teachers' performance evaluation through Students feedback**

Research by Natriello (1987) and Crooks (1988) has shown that formative assessment, which provides feedback to improve performance, results in significant learning gains when incorporated into classroom practice. Sadler (1998) explains that formative assessment aims to accelerate learning by generating performance-related feedback. Similarly, Black and William (1998) found that feedback improves student learning across various subjects and educational levels.

However, for feedback to be effective, students must understand and internalize it. As Chanock (2000) notes, students often fail to grasp the importance of feedback,

hindering their ability to benefit from it. Teachers should, therefore, engage in ongoing dialogues to ensure students understand expectations and standards. Butler (1987) also observed that giving feedback, rather than grades, leads to greater improvement, as students tend to compare grades rather than focus on task improvement.

Further research by Hattie and Timperley (2007) emphasizes that quality feedback has a significant positive impact on student achievement, particularly when it focuses on how to complete tasks effectively. They found that feedback focused on praise, rewards, or punishments had a less positive effect. They recommend setting measurable and achievable goals for feedback. Yu (2016) stresses that universities should refine their feedback and appraisal systems to improve performance, linking positive culture with enhanced learning.

In terms of teacher performance, Swartz et al. (1990) evaluated teachers on several functions, including feedback and classroom management. Yu (2016) concludes that student achievement strongly motivates teachers, as higher student success increases teacher motivation. On the challenge of developing teacher evaluation systems, Isore (2009) and Danielson (1996, 2007) highlighted the costs and time required, while Heneman et al. (2006) pointed out the additional workload concerns for teachers.

Shin et al. (2006) demonstrated that critical thinking skills in undergraduate nursing students improve with the length and content of the educational program, with bachelor's degree students scoring higher than those in associate and diploma programs. This indicates that early development of critical thinking is crucial in education programs.

Willem van Os (1999) found that teachers scored higher in teaching quality, course content, and exams when evaluated a second time by different students. However, Kember et al. (2002), in a study spanning 3 to 4 years, found no evidence that their questionnaire contributed to improving teaching or learning quality. A smaller study by Lang and Kersting (2007), monitoring 12 teachers over four semesters, showed slight improvement in the second semester but a decline in the third and fourth semesters. In contrast, Marsh (2007), after monitoring 195 teachers for 13 years, concluded that SET ratings were generally stable, suggesting reliability

but offering little hope for improving teacher performance. Marsh emphasized the importance of keeping a record of teacher evaluations and external consultation for enhancing SET effectiveness.

Murray (2005) examined three areas where student evaluations have had an impact: faculty decisions, teaching quality, and academic standards. He concluded that, despite some reservations, the overall impact of SET has been positive. He attributed improvements in university and college teaching over the past 30-40 years partly to SET and the faculty development movement, which works synergistically with SET. Importantly, Murray did not find evidence that SET had caused grade inflation, a common concern.

Murray also pointed out that students can only evaluate what they directly observe, which is mainly classroom activity. Other critical aspects, such as course quality, instructor knowledge, and curriculum development, cannot be fully assessed by SET alone. To address these limitations, he suggested supplementing SET with alternative evaluation methods, such as colleague evaluations. He concluded that while SET is valuable for its reliability and contribution to improving teaching, it does not provide a complete assessment. A combination of student and colleague evaluations would offer a more comprehensive picture of teaching effectiveness.

### **3.4 BIBLIOMETRIC ANALYSIS**

The practice of analyzing literature quantitatively dates back to the early 20th century. Cole and Eales (1917) pioneered this approach with a statistical analysis of comparative anatomy, marking a significant milestone in bibliometric analysis. Their work highlighted both the contributions of bibliometrics and the challenges it posed, some of which remain unresolved. Hulme (1923) expanded on this by correlating patents and scientific literature to measure social progress in Britain, introducing a modern methodology for the history of science.

Lotka (1926) contributed by examining the distribution frequencies of scientific productivity, using tools like Chemical Abstracts and Auerbach's *Geschichtstafeln der Physik*. He noted that scientific output was not evenly distributed, with a small number of researchers being the most prolific. In the years that followed, studies by



Cunningham (1935) on biomedical literature and Boig and Howerton (1952) on chemical literature further contributed to the field. However, from the 1920s to the 1960s, research in bibliometrics remained scarce, with the term "statistical bibliography" appearing infrequently (Pritchard, 1969).

The 1970s saw a surge in bibliometric studies, largely due to the creation of the Science Citation Index (SCI) in 1963 by Eugene Garfield. Initially intended to help researchers find published articles quickly, the SCI soon became a key tool for evaluating scientific contributions through citation analysis (Garfield, 1968). Garfield recognized the growing complexity of the scientific enterprise and emphasized the necessity of identifying major contributors through citation analysis, establishing it as a valid method for evaluating scientific productivity (Garfield, 1979b).

Russian researchers in the 1930s were pioneers in linking scientific analyses with the social sciences to create methodological descriptions of various disciplines, leading to the development of Naukometrika ("the measurement of science"), which laid the groundwork for bibliometrics. The journal *Scientometrics*, dedicated to publishing research on the quantitative aspects of the "science of science," became a vital platform for sharing and debating contemporary bibliometric methods.

The first generation of bibliometricians introduced concepts and techniques that were later refined for evaluating scientific research. Wade (1975) observed that these tools were being applied even before 1975, particularly for evaluating research council policies, university research, and the development of research institutes in emerging fields.

Pritchard (1969) coined the term "bibliometrics", marking the emergence of a new quantitative research field. Bibliometrics applies mathematical and statistical methods to books and other communication forms. It measures the output of scientific and technological research through literature and patents, which signal knowledge transfer to industrial innovation and its transformation into something with commercial and social value.

The concept that publishing is the core activity of scientists has been debated by science analysts. Price (1963, 1969) asserted that publishing scientific papers is the defining activity of scientists, encapsulated in the phrase "publish or perish". He emphasized that publishing research findings is not only an obligation but also a means of intellectual exchange in the scientific community. Merton (1957a, 1957b) further highlighted that publication serves to protect a scientist's intellectual property, allowing researchers to claim ownership of new scientific knowledge through the act of publication. Thus, the system of scientific publication continues to thrive due to the need for researchers to both share their work and safeguard their intellectual contributions.

A definition is provided by Pritchard (1969), "to shed light on the processes of written communication and of the nature and course of development of a discipline (in so far as this is displayed through written communication), by means of counting and analysing the various facets of written communication, the application of mathematics and statistical methods to books and other media of communication".

Bibliometrics plays a significant role in various fields, as it offers insights into the relationships between researchers through their publications. As Price (1963) noted, scientific papers provide not only data or hypotheses but also reveal connections among researchers based on their work. Bibliometrics is applied in multiple areas:

- In the history of science, it traces the development of scientific disciplines by analyzing the research output of scientists over time.
- In the social sciences, it examines scientific literature to analyze the structure and dynamics of the scientific community, including researcher motivations and networks.
- In documentation, bibliometrics helps quantify the number of journals required in a library to cover a specific discipline, categorizing them into core, secondary, and peripheral journals.
- In science policy, bibliometric indicators measure productivity and scientific quality, providing a basis for evaluating research and development (R&D) efforts.

Over time, bibliometric techniques have evolved to include counting papers by country, institution, or author, citations to measure the impact of publications, and co-citations, which reflect how often two papers are cited together. These methods offer a more nuanced view of scientific output. Results from bibliometric analyses are often presented in visual forms, such as mapping, to illustrate relationships between researchers and enhance analytical capabilities.

Bibliometric analysis has emerged as a powerful tool for evaluating academic literature, revealing patterns of knowledge production, and measuring the impact of research outputs. By using quantitative methods, bibliometric analysis provides insights into citation patterns, publication trends, and the influence of individual researchers, institutions, and countries. This article aims to explore the process of conducting a bibliometric literature analysis, its importance in various fields of study, and the tools available for researchers.

Bibliometrics refers to the statistical analysis of written publications, such as books, articles, and conference papers. It involves examining citation counts, co-authorship networks, and journal rankings to gauge the influence and dissemination of research. This type of analysis is often used to assess academic productivity, collaboration trends, and research impact at different levels—from individual authors to national or international research efforts.

### **Key Metrics in Bibliometrics**

**Citation Analysis:** Citation counts measure how frequently a work is referenced in other studies, providing insight into the impact and relevance of research. Highly cited papers are considered influential in shaping their fields.

**Co-Authorship Analysis:** This examines the collaborative efforts between authors, identifying the most frequent partnerships and the strength of research networks. Such analysis can show the interdisciplinary nature of research and the geography of collaboration.

**Co-Citation and Bibliographic Coupling:** Co-citation occurs when two works are cited together in the same paper, suggesting a thematic connection. Bibliographic

coupling, on the other hand, happens when two papers cite a common reference, linking them retrospectively. Both methods help in identifying key research themes and clusters.

**H-Index:** The h-index measures both the productivity and citation impact of a scholar or journal. It balances the number of publications with the citations they receive. A high h-index indicates that an author has several papers with substantial citations, reflecting influence in their field.

### **Applications of Bibliometric Analysis**

**Tracking Research Trends:** Bibliometric analysis is invaluable in identifying emerging research trends, which can guide researchers, funding agencies, and policymakers. By observing publication and citation patterns over time, it is possible to spot areas gaining prominence or waning in influence.

**Assessing Research Impact:** Bibliometric data helps in measuring the societal and academic impact of research outputs. Universities and funding bodies often rely on these metrics for decision-making processes regarding research grants, promotions, and institutional rankings.

**Evaluating Journals and Conferences:** Researchers use bibliometric indicators to determine the quality of journals and conferences, often guided by their citation metrics and impact factors. Journal citation reports, such as those from *Clarivate's Web of Science* and *Scopus*, serve as benchmarks for academic quality and influence.

**Mapping Scientific Collaboration:** Co-authorship and network analysis offer insights into international collaborations, highlighting the interconnectedness of research communities. Bibliometric analysis reveals which countries and institutions lead specific fields and where gaps or new opportunities for collaboration exist.

Bibliometric literature analysis serves as a valuable method for evaluating and understanding the dynamics of academic research. It offers insights into publication patterns, collaboration networks, and the impact of research across various domains. However, to fully leverage its potential, researchers must be mindful of its

limitations and complement bibliometric data with qualitative insights. As bibliometric tools and techniques continue to evolve, they will play an increasingly important role in guiding academic research and policy-making.

Bibliometric analysis is a research statistical tools which quantifies bibliographic data, allows academicians to track the progress, trends, and effects of study in a field. Bibliometric analysis lets us discover major issues, influential authors, and emerging trends in intellectual discussions within a specific subject.

Understanding the organizational climate—the working environment is essential for employees' productivity and performance. Quantifying and understanding organizational climate's complex dynamics has been difficult therefore Bibliometric analysis provides a structured and quantitative approach to the scientific literature on organizational climate. Bibliometric analysis helps academics map the intellectual environment, identify significant works, and track the notion flow by examining the huge literature on organizational climate. It helps understand present knowledge and suggests future directions for further research.

In this section, the researcher discussed and analysed the bibliometric data of organisational climate, and interpreted the results for the application in this particular field of subject. This analysis helps academics understand the organizational climate and its position by evaluating collaboration patterns, network association, trending growth in years and identifying the most influential journals and most active countries for the said subject accordingly.

### **3.4.2 Analysis and Discussion**

The researcher collect the data from the Dimensions the world's largest linked research and innovation database where there are 140million Publications, 260m Altmetric data points, 29m Datasets, 7m Grants, 1.8m Policy documents, 160m patents, 800k Clinical trials as on 2024. The researcher entered the term organisational climate in the database without any filters with the default duration period from the year 1855 to 2024 and it produced a result of 18,635 publications on the said topic.

Further, in order to be more specific and refine a better result the researcher applied filtration settings to the system by selecting specific publication years, publication type, field of study, journal sources and title of the study respectively and thus the final data was derived with a total number of 2134 publications from the database and that 2134 data was used for the said analysis.

**Table 3.4.2 Filtration of data from database**

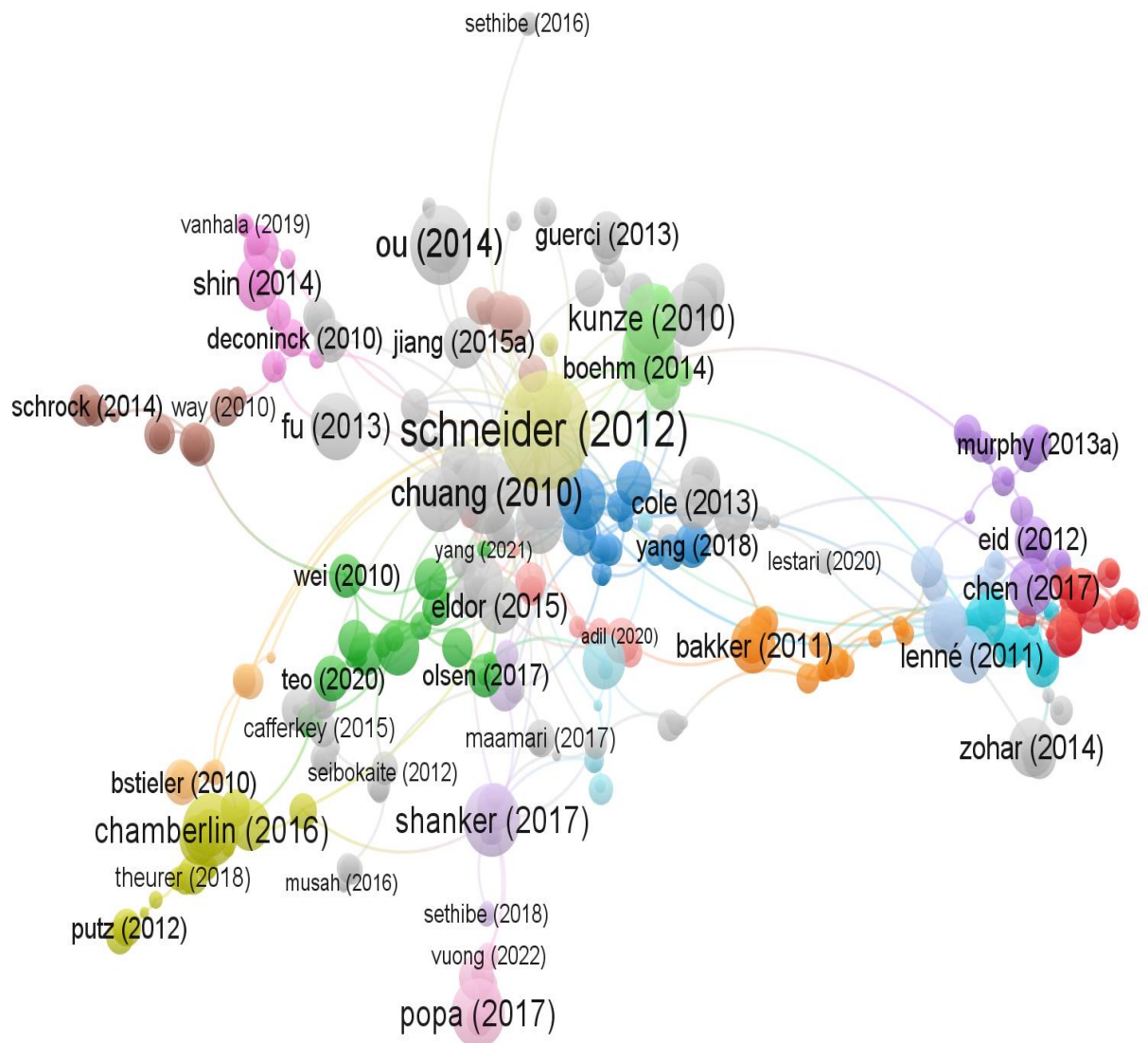
Publication Type	Research Article
Field Of Study	Human Resource Management, Management, Organisational Behavior, Service & Tourism Management, Psychology, Education, Ethics, Philosophy, Health Services.
Journal Source	UGC Journal List Group-II
Accessibility	Open & Closed
Publication Years	2009-2023 (15 Years)
Topic Keywords	Organisational Climate and Performance
<b>Total Data</b>	<b>2134</b>

Source: Researcher's Compilation, 2024

#### **3.4.2.1 Citation analysis**

Citation analysis is a quantitative method used to assess the impact and relevance of academic literature through the analysis of citations. It involves evaluating how often a particular work (such as a journal article, book, or conference paper) is cited by other works. This analysis can help gauge the influence and significance of specific research contributions in a particular field.

**Fig.3.4.2.1 Analysis based on Citation network**



Source: Researcher's mapping via VOSviewer, 2024

### Interpretation:

In this figure 3.4.2.2, we can see the most cited author and its association in the last 15 years by focusing on the biggest circle which is light yellow in color named Schneider(2012), the grouping of color similarities shows how close their studies are related, if we zoom-in into the deeper scale we will find hundreds of tiny circles inside the network map which is not visible here but for now the researcher focused on the most cited and biggest association of authors specifically. This network mapping visuals tells us that Shneider 2012, Ou 2014, Chuang 2010, Shanker 2017,

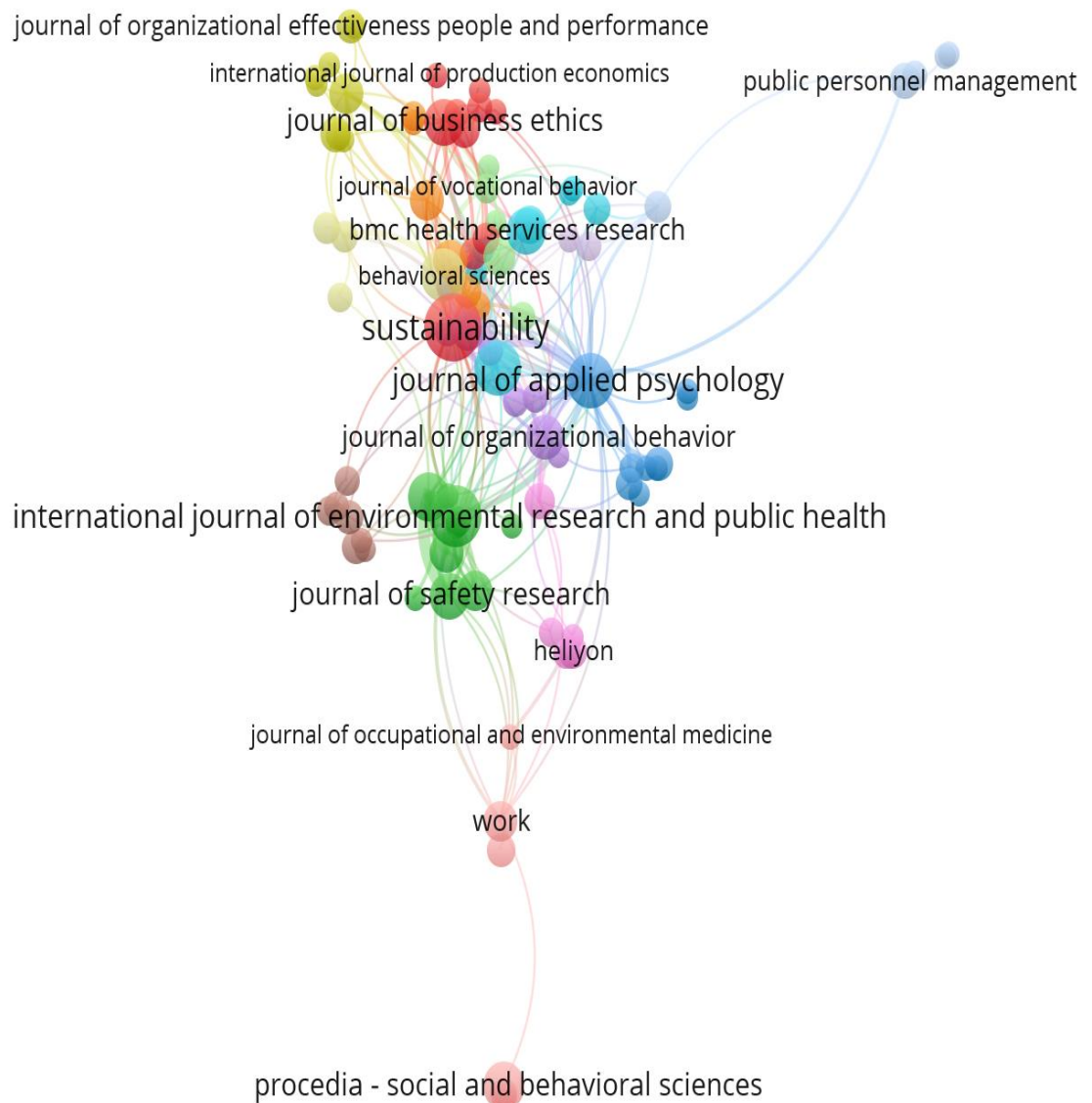
Popa 2017, Chamberlin 2016, Zohar 2014 are some of the most cited authors in a research field of organisational climate for the past 15 years.

#### **3.4.2.2 Analysis based on Journal field of study**

It refers to the systematic examination of academic journals within a specific discipline or area of research. This type of analysis helps to understand the characteristics, trends, and impact of journals, as well as the topics and themes prevalent in a particular field. Here are some key aspects of journal field of study analysis. It is the process of evaluating the scholarly output in a particular field by focusing on the journals that publish research within that domain. In bibliometric analysis, this involves identifying and categorizing journals according to their subject areas, determining the volume and quality of research published in each, and assessing their influence on the field. This analysis helps to map trends in research dissemination, identify leading journals, and uncover interdisciplinary collaborations. It also provides insights into how research evolves within specific academic fields and highlights prominent platforms that shape knowledge production and dissemination.

#### **Fig.3.4.2.2 Analysis based on Journal field of study**





Source: Researcher's mapping via VOSviewer, 2024

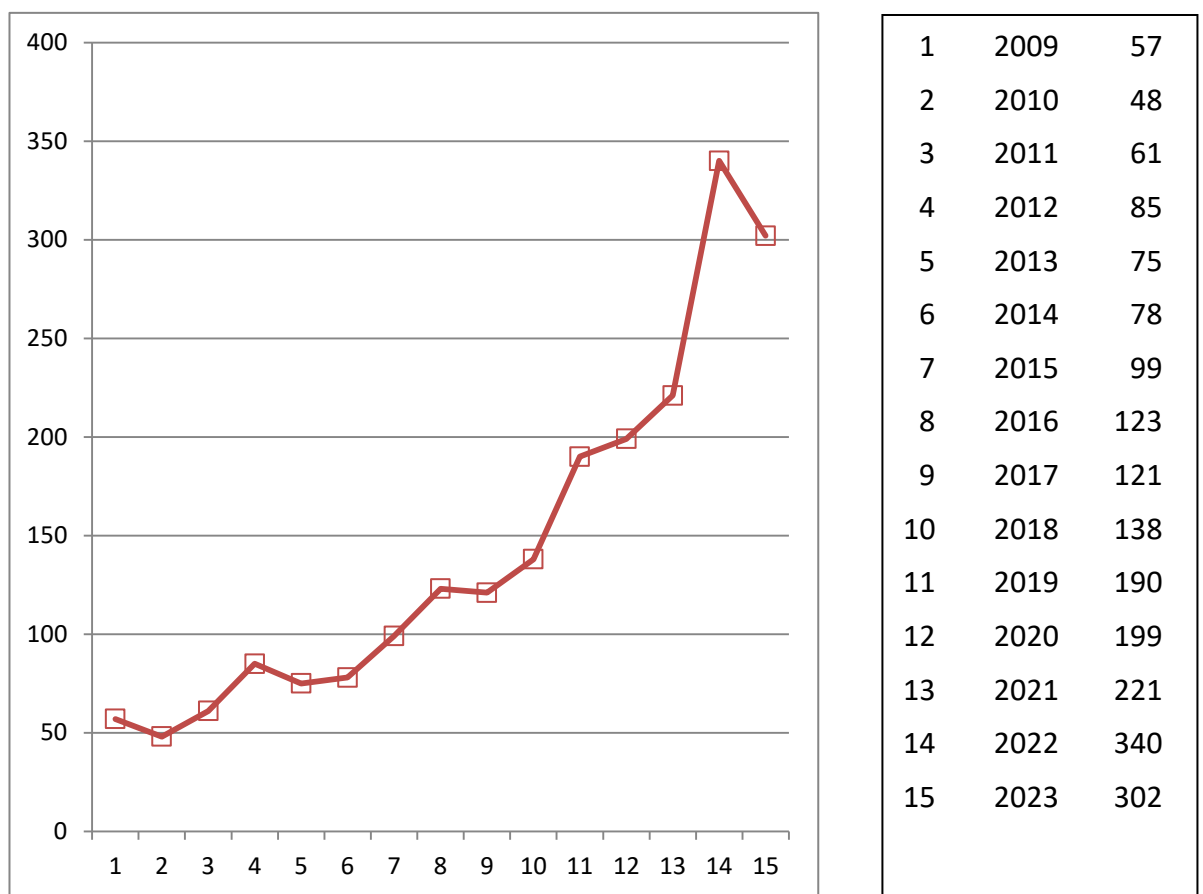
### **Interpretation:**

The above network mapping explains that a study on organisational climate is conducted in various fields of sector and visualised how they are closely related to each other. If we look into the mapping figure we find that a study is being conducted mostly in the field of sustainability, psychology, Organisational behaviour, business ethics, and Health sector for the last 15 years.

### 3.4.2.3 Analysis based on the year of publication

It involves examining scholarly articles, journals, or other academic outputs according to their publication dates. This type of temporal analysis helps researchers, librarians, and institutions understand trends, patterns, and the evolution of research topics over time.

**Fig.3.4.2.3. Analysis based on year of publication**



Source: Researcher's computation, 2024

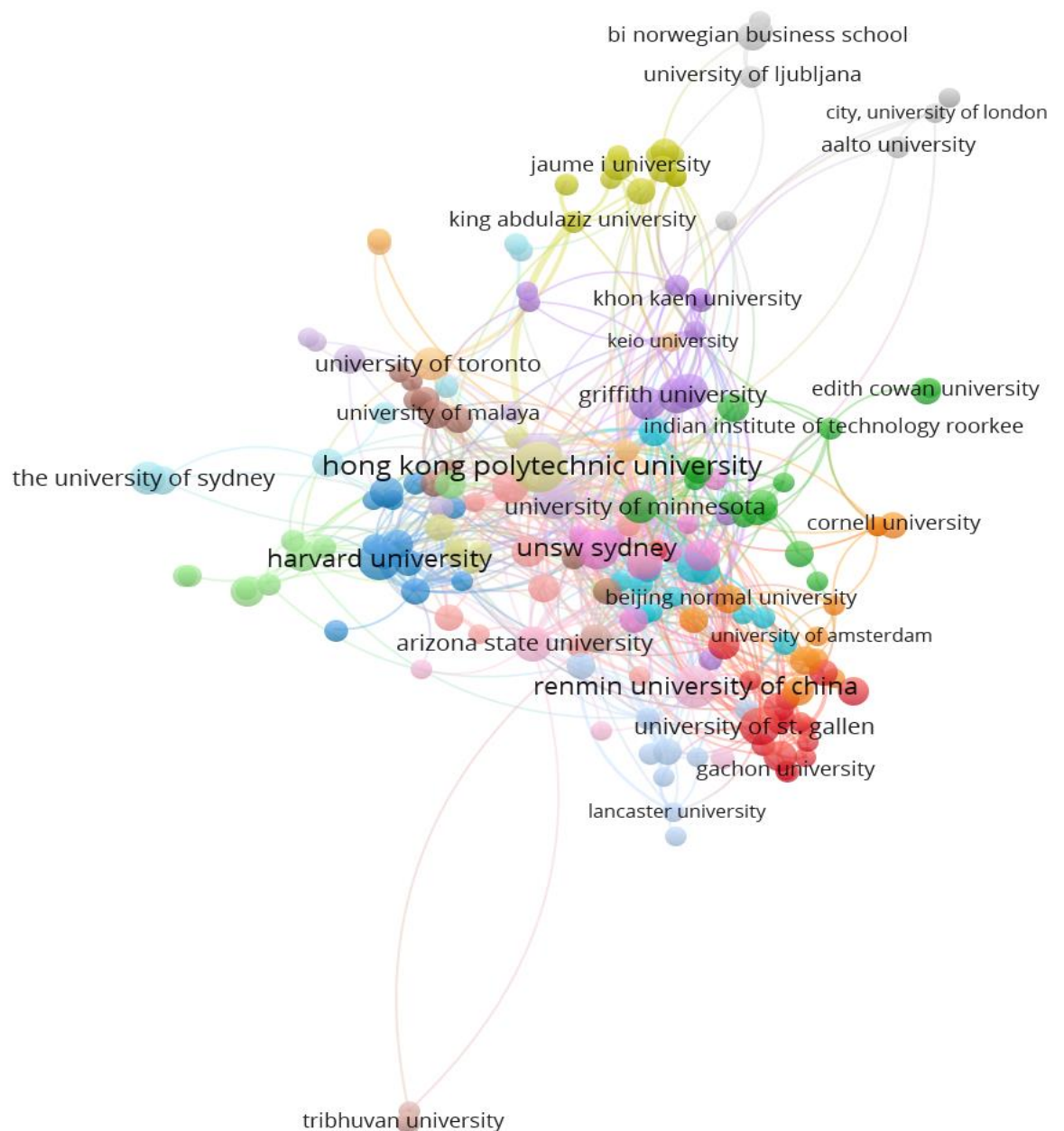
**Interpretation:** The above graph explains the growth of publication on the subject of organisational climate for a period of 15 years i.e. 2009 to 2023. It was found that 2022 has the highest record of publication in the specific subject of organisational climate. Looking at the graph from year-1 the graph gradually increases which shows that a study on the said topic is being conducted more and more every year and

within 15 years the number of publication had reached 2134 articles according to the data retrieved.

#### **3.4.2.4 Analysis based on university publications**

It involves systematically evaluating the academic outputs generated by specific universities to assess their research productivity, impact, and influence within various fields. This analysis quantifies the total number of publications over time, allowing for trend identification in research activity. By examining citation metrics, researchers can gauge the relevance and influence of a university's work within the academic community. Additionally, thematic focus analysis reveals predominant research areas and emerging topics that align with institutional goals. Collaborative research trends highlight partnerships both within and outside the university, indicating interdisciplinary efforts. Comparison with peer institutions provides a benchmark for evaluating relative performance. This analysis supports strategic planning, informing university administrators about strengths and areas for improvement. It also guides faculty development by identifying publication opportunities and potential collaborations. Furthermore, showcasing research accomplishments enhances a university's reputation and aids prospective students in making informed choices. Overall, this comprehensive approach provides valuable insights into the research landscape of a university.

**Fig.3.4.2.4 Analysis based on University Publications**



Source: Researcher's mapping via VOSviewer, 2024

### Interpretation:

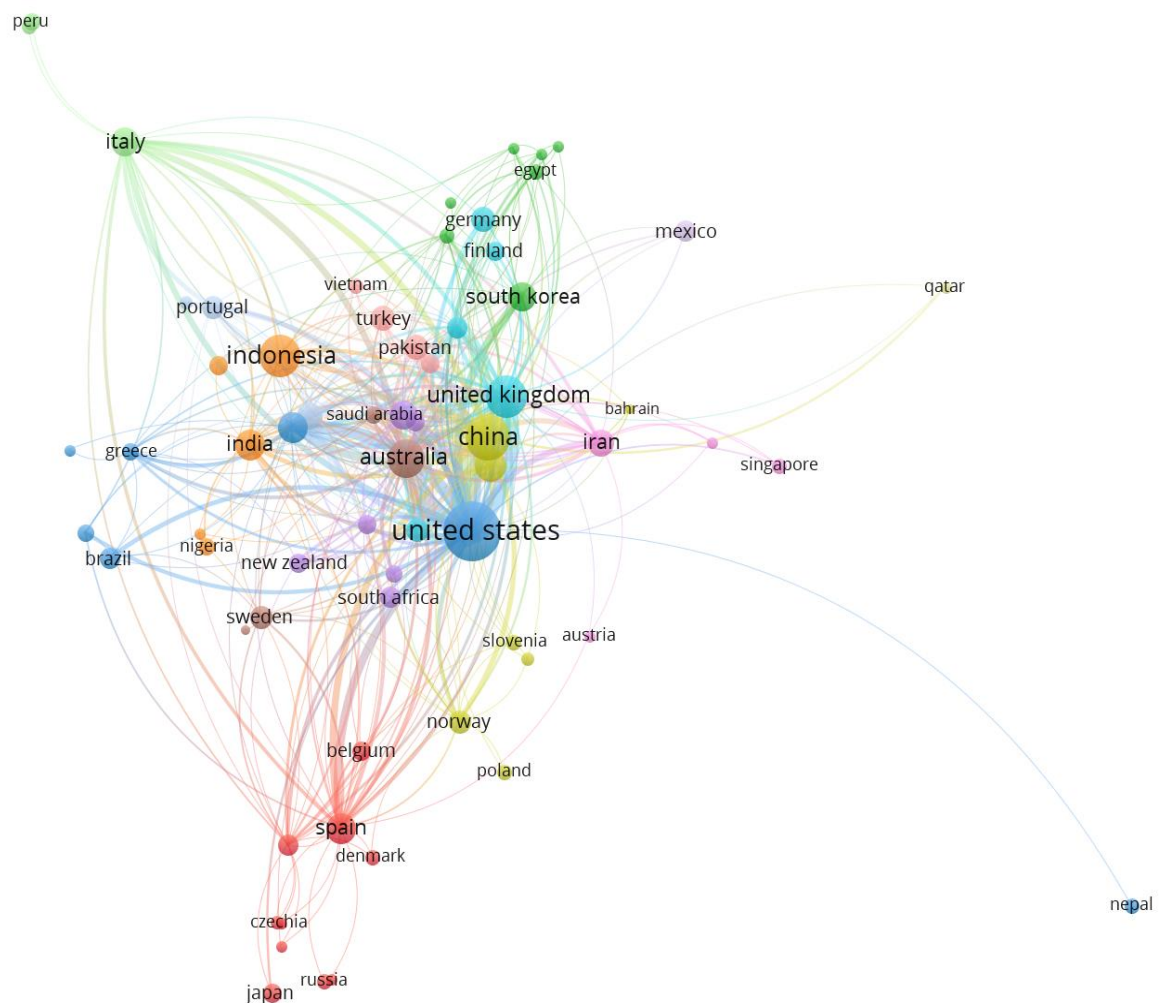
The above figure explains which of the top universities are involved actively in the study of organisational climate for the last 15 years worldwide. All the visible colourful circle depicts most actively involved in the said study area and the largest circles such as Harvard University, UNSW Sydney, Hongkong University, Griffith

University and University of China are some of the most actively participating in conducting the research in the specific area globally.

#### 3.4.2.5 Analysis based on country-wise publications

It involves evaluating the academic outputs produced by researchers and institutions within specific countries. This type of analysis helps to understand research trends, impact, and contributions on a national scale, as well as how countries compare with one another in terms of research productivity and influence.

**Fig.3.4.2.5 Analysis based on Country wise**



Source: Researcher's mapping via VOSviewer, 2024

### **Interpretation:**

Here the above figure explains which country has conducted most research studies in the specific field of organisational climate for the last 15 years. And it is found to be United States, UK, Australia, China, Indonesia, India, South Korea, etc are actively participating in conducting researches on the said topic. Whereas Nepal and Peru in the map shows that very less study are conducted in that area and the association with other countries are also very low.

### **Results and Discussion**

From the Analysis we can see that numerous studies has been employed for the past 15 years and thousands of researchers, academicians, writers, professionals were actively participating in this field of study on Organisational climate.

The first finding that the researcher had found out is that the citation analysis section depicts that no Indian authors are on the top list in publishing research articles at the reputed journals recently. Therefore, it is a challenge and a scope for every Indian researcher to take a step and to contribute more in this specific field of study with excellent analytical discussions in various reputed journals and research platform.

The second finding is that if we look into the mapping figure of Field Area analysis it is found that a study was conducted mostly in the field of sustainability, psychology, Organisational behaviour, business ethics, and Health sector for the last 15 years. A study on OC was very less in the field of education which is a huge scope for further studies to step in and that is one of the reasons the current researcher is also diving into this educational field.

Another finding is that such as Harvard University, UNSW Sydney, Hongkong University, Griffith University and University of China are some of the most actively participating in conducting the research in the specific area at the top journals and research platforms globally. And only IIT Roorkee is the only institute/university visible in the map analysis as one of the largest contributor from India, therefore it is a challenge to all the Indian Universities to participate more in this field of study at

the various research platforms as India has over 1000 of Universities across the nation including central, state, deemed and private universities.

### **3.5 RESEARCH GAP**

Upon reviewing the existing state of related literatures, it has been discovered that a substantial amount of research has been carried out on the topic of organizational climate in various corporations, business sectors, hospitals, schools and financial institutions. The majority of the research emphasize on the connection between job satisfaction, organizational commitment, and the working environment of the organization.

It is important to take into consideration an emerging problem in the field of higher education, which is the fact that very few studies have been carried out in relation to the organizational climate, particularly with the institutions that are funded by the government. As long as the instructors are receiving adequate compensation and benefits, it is generally believed that the variation in the working environment at government colleges and institutions does not significantly impact the quality of education and their performance of teachings they provided to their students, keeping in mind that quality education is one of the SDGs that is very important subject to be stressed on and has to be addressed in the present scenario. Knowingly or unknowingly, the organisational climate of colleges could significantly influence the level of teacher's performance. Consequently, a research question is being developed to investigate whether or not there is a correlation between on organisational climate and performance of faculty members in the state colleges of Mizoram and to understand the position of organisational climate in the state government colleges. Therefore this particular study is being carried out to fill the gap by delivering an answer to the research questions with the help of proper statistical evidence.

This study brings a contribution to the field of academic institutions by providing a practical implication. It informs faculty members and policy makers about the significance of organizational climate in colleges and universities, which is one of the pillars for the development of quality education and the growth of learning as a whole.

**CHAPTER 4**  
**ANALYSIS AND INTERPRETATION**



## **CHAPTER 4: ANALYSIS AND INTERPRETATION**

### **4.1 Introduction**

The Analysis chapter of a thesis serves as the cornerstone of the research, transforming raw data into meaningful insights that address the research questions or hypotheses set forth in the initial chapters. This chapter aims to meticulously examine the data collected during the research process, applying appropriate analytical techniques to uncover patterns, relationships, and trends that are critical to understanding the study's objectives.

This chapter opens by reaffirming the study's objectives and research questions to ground the analysis. The review keeps the analysis focused on the study goals. Following this, the researcher describes the methodological framework, including data gathering methods and analytical methodologies chosen. This makes data handling and interpretation clear to readers.

The structure of the Analysis chapter is methodically organized to present the findings in a coherent and logical sequence. Initially, descriptive statistics are presented to offer a general overview of the data, highlighting key characteristics and distributions. This sets the stage for more detailed inferential analysis, where we delve deeper into the data using statistical tests depending on the nature of the research. Each subsection within this chapter addresses specific research questions or hypotheses, ensuring a focused and systematic examination of the data.

Visual aids such as tables, graphs, and charts are integral to this chapter, as they enhance the clarity and comprehensibility of the findings. These visual tools not only illustrate key points but also facilitate a more engaging presentation of the results.

Throughout the Analysis chapter, the researcher maintains a critical and reflective approach, acknowledging any limitations or biases that may affect the interpretation of the data. By doing so, it is being provided a balanced view of the findings, underscoring the robustness and validity of the research while also being transparent about its constraints.

Hence, the Analysis chapter is pivotal in bridging the gap between data collection and the subsequent interpretation and discussion of the results. It transforms data into knowledge, providing the foundation for the conclusions and recommendations.

These are the objectives and hypotheses that the analysis section follows simultaneously and accordingly:

- i. To analyse the position of organisational climate in the state government colleges of Mizoram.
- ii. To examine organisational climate in relation to gender variation and location of the colleges.
- iii. To assess the teachers performance of state government colleges in Mizoram
- iv. To examine teachers' performance in relation to gender variation and location of the colleges.
- v. To examine the relationship between organisational climate and teachers performance of state government colleges in Mizoram.

**Hypotheses Statement:**

H<sub>0</sub>1: There is no significant relationship between organisational climate and its categorical variable gender.

H<sub>0</sub>2: There is no significant relationship between organisational climate and its categorical variable location of the college.

H<sub>0</sub>3: There is no significant relationship between teachers' performance and its categorical variable gender.

H<sub>0</sub>4: There is no significant relationship between teachers' performance and its categorical variable location of the college.

## **4.2 ANALYSIS ON ORGANISATIONAL CLIMATE**

Isaksen and Lauer (2002) identified nine dimensions of organizational climate that influence team dynamics and performance. **Challenge/Involvement** reflects how engaged team members are in daily activities, where high involvement drives motivation and success, while low involvement leads to disengagement. **Freedom** measures autonomy, with high levels encouraging innovation and low levels stifling creativity. **Trust/Openness** fosters emotional security and communication, while a lack of trust causes suspicion and poor collaboration. A relaxed atmosphere with **Playfulness/Humor** enhances creativity, whereas a serious environment hinders it.

**Idea-Time** allows teams to explore new ideas, promoting flexibility, whereas time constraints limit innovation. High **Conflict** leads to interpersonal strain, while low conflict reflects maturity in managing diversity. **Idea-Support** promotes the development of new concepts, while unsupportive climates reject ideas. **Debate** fosters intellectual discussions that improve decision-making, while its absence leads to rigid adherence to authority. Lastly, **Risk-taking** encourages bold actions and innovation, while risk-averse teams act cautiously, delaying decisions. These dimensions are crucial in shaping the organizational climate, influencing both innovation and overall success.

Drawing on the comprehensive framework of organizational climate dimensions outlined by Isaksen and Lauer (2002), this research will thoroughly examine the various aspects of organizational climate to assess their impact within the context of this study. By leveraging these dimensions, the analysis will provide a deeper understanding of the presence and prevailing dimensions of organizational climate in the state government colleges. Offering valuable insights into how these factors shape the effectiveness and productivity in educational institutions.

To address the first objective of the study, the researcher employed statistical tools such as frequency, percentage tables, descriptive analysis with tables and interpretation followed by testing of hypotheses.

Table 4.2.1 Frequency table for Geographic (location) distribution

<b>Location(Rural and Urban)</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	112	43.1	43.1	43.1
	Urban	148	56.9	56.9	100.0
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation:

The data shows the distribution of a sample population between rural and urban areas. Out of a total of 260 teachers sample, 112 (43.1%) reside in rural areas, while 148 (56.9%) live in urban areas. This distribution indicates that the majority of the

sample population is urban, making up 56.9% of the total, with the cumulative percentage reaching 100%.

**Table 4.2.2 Frequency Gender Distribution (Teachers)**

<b>Gender</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	134	51.5	51.5	51.5
	Female	126	48.5	48.5	100.0
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: In the above given table, the gender distribution among the respondents is fairly balanced. Out of the total 260 participants, 134 are male, representing 51.5% of the sample. Similarly, there are 126 female participants, accounting for 48.5% of the sample. This results in an equal total cumulative percentage of 100%.

**Table 4.2.3 Teachers' involvement/contribution**

Teachers are committed in contributing to the goals of the college.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	nil			
	Disagree	98	37.7	37.7	37.7
	Somehow Agree	123	47.3	47.3	85.0
	Agree	39	15.0	15.0	100.0
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: The survey results indicate that teachers' commitment to contributing to the college's goals varies. Of the 260 respondents, 37.7% disagree with the statement, suggesting they do not feel committed. A larger group, 47.3%, somehow agree, indicating a low to moderate level of commitment. Lastly, 15% agree, showing a clear commitment to the college's goals. Overall, while a significant

portion of teachers shows at least some level of commitment, there is a notable percentage that does not feel committed.

**Table 4.2.4 Teachers work interest level**

<b>Teachers lack interest in their work.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	7.3	7.3	7.3
	Disagree	173	66.5	66.5	73.8
	Somehow Agree	68	26.2	26.2	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: The data reveals that a significant majority of teachers do not lack interest in their work. Specifically, 66.5% of respondents disagreed with the statement, while 7.3% strongly disagreed, indicating that 73.8% of the total 260 respondents believe teachers are interested in their work. However, 26.2% of respondents somewhat agreed with the statement, suggesting a minority view that some teachers might lack interest in their work.

**Table 4.2.5 Teachers motivation**

<b>Teachers are intrinsically motivated to contribute to the success of the college.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	107	41.2	41.2	41.2
	Somehow Agree	153	58.8	58.8	100.0
	Somehow Agree	nil			
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: The data indicates that teachers' intrinsic motivation to contribute to the success of the college varies. Out of 260 respondents, 41.2% (107 teachers) disagree with the statement that they are intrinsically motivated, while a majority of 58.8% (153 teachers) somehow agrees. This shows that while a significant portion of the teachers acknowledges some level of intrinsic motivation, a notable minority does not share this sentiment.

**Table 4.2.6 Interaction among teachers**

<b>Interpersonal interactions are dull.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	3.1	3.1	3.1
	Disagree	78	30.0	30.0	33.1
	Somehow Agree	174	66.9	66.9	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: A survey was conducted to assess the perception of interpersonal interactions as dull. Among the 260 respondents, 3.1% strongly disagreed with this statement, while 30% disagreed. A significant majority, 66.9%, somehow agreed that interpersonal interactions are dull. Thus, the total response showed that most people find some level of dullness in interpersonal interactions.

**Table 4.2.7 Teachers views on their work**

<b>Teachers view work as an opportunity not as obligation.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	3.5	3.5	3.5
	Disagree	121	46.5	46.5	50.0
	Somehow Agree	130	50.0	50.0	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation:

In a survey assessing teachers' views on work as an opportunity rather than an obligation, 3.5% of respondents strongly disagreed with this perspective. A larger portion, 46.5%, disagreed, indicating they do not see work as an opportunity. However, half of the respondents, 50%, somehow agreed with the statement, suggesting a significant number of teachers view their work positively. The total number of respondents was 260.

**Table 4.2.8 Teachers freedom level in performing their duty**

<b>Teachers carry out their work in prescribed ways with little room to define their tasks.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	nil			
	Disagree	85	32.7	32.7	32.7
	Somehow Agree	175	67.3	67.3	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation:

In a survey of 260 respondents, 85 individuals, accounting for 32.7% of the participants, disagreed with the statement posed. Conversely, 175 individuals, representing 67.3% of the participants, somehow agreed with the statement. These percentages indicate that a majority of the respondents (67.3%) expressed agreement to some extent, while a smaller portion (32.7%) disagreed.

**Table 4.2.9 Teachers decision making power**

<b>Teachers in the college make choices about their own work.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	nil			
Valid	Disagree	75	28.8	28.8	28.8
	Somehow Agree	185	71.2	71.2	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

Source: Field Study, 2022

Interpretation: In the college, teachers' ability to make choices about their own work was assessed. Out of 260 respondents, 28.8% disagreed with the statement, indicating they felt they had little to no autonomy in their work decisions. In contrast, 71.2% somehow agreed, suggesting that the majority felt they had at least some degree of control over their work-related choices. This highlights a significant inclination towards teachers feeling empowered in their professional roles.

**Table 4.2.10 Availability of resources for teachers**

<b>Teachers are given resources to define their own work.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	nil			
Valid	Disagree	182	70.0	70.0	70.0
	Somehow Agree	78	30.0	30.0	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

Source: Field Study, 2022

Interpretation: In a survey regarding whether teachers are given resources to define their own work, the responses were as follows: 70% of the participants (182



teachers) disagreed with the statement, indicating a lack of sufficient resources. On the other hand, 30% of the respondents (78 teachers) somehow agreed, suggesting that a minority do feel they have some level of resource provision. The total number of responses was 260, making the distribution of opinions clear, with the cumulative percentage reaching 100%.

**Table 4.2.11 Level of strictness and college norms**

<b>Teachers work in strict guidelines and rules.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	nil			
Valid	Disagree	54	20.8	20.8	20.8
	Somehow Agree	190	73.1	73.1	93.8
	Agree	16	6.2	6.2	100.0
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study*

Interpretation: In analyzing the data on teachers' adherence to guidelines and rules, it is evident that the majority of respondent's express agreement or partial agreement with this notion. Specifically, 73.1% of teachers indicated they "Somehow Agree" with working within strict guidelines and rules. This suggests a prevailing sentiment among a significant majority that while not fully endorsing strict adherence, they acknowledge its importance to some extent. Meanwhile, 20.8% of teachers expressed disagreement with these guidelines, indicating a notable minority viewpoint. A smaller proportion, 6.2%, explicitly stated full agreement with working within such frameworks. Overall, these findings highlight a range of attitudes among teachers regarding the rigidity of rules in their profession, with a substantial number recognizing the necessity while others hold differing opinions or reservations.

**Table 4.2.12 Freedom of speech and expression**

<b>Individuals are provided the opportunity to share information about their work.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	nil			
Valid	Disagree	133	51.2	51.2	51.2
	Somehow Agree	127	48.8	48.8	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

Source: Field Study, 2022

Interpretation: In a survey where respondents were asked about their willingness to share information about their work, the data reveals a split opinion. Of the 260 individuals surveyed, 51.2% indicated they disagreed with the idea of sharing such information, while 48.8% expressed some level of agreement. This indicates a nearly even division in attitudes towards sharing work-related information, highlighting a significant portion of respondents who are hesitant or unwilling to do so.

**Table 4.2.13 Support and trust level among teachers**

<b>Teachers count on each other for personal support.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	nil			
Valid	Disagree	79	30.4	30.4	30.4
	Somehow Agree	180	69.2	69.2	99.6
	Agree	1	.4	.4	100.0
	Strongly agree	nil			
	Total	260	100.0	100.0	

Source: Field Study, 2022

Interpretation: In a survey involving 260 respondents, the question regarding teachers counting on each other for personal support yielded varied responses. A significant portion, comprising 69.2% of participants, expressed some level of agreement with this notion. Specifically, 180 respondents indicated that they somehow agree with teachers relying on each other for personal support. Conversely, 30.4% of respondents, totaling 79 individuals, disagreed with this idea. Only a minimal percentage, representing 0.4% of respondents (1 person), strongly agreed with teachers depending on each other for personal support. These findings suggest a mixed sentiment among educators regarding the extent to which they rely on their colleagues for personal support in their professional environments.

**Table 4.2.14 Honesty and respect among teachers**

<b>Teachers here do not steal each other's ideas.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	nil			
Valid	Disagree	67	25.8	25.8	25.8
	Somehow Agree	160	61.5	61.5	87.3
	Agree	33	12.7	12.7	100.0
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: The survey results indicate that teachers at this institution generally uphold ethical standards regarding intellectual property. A significant majority, 87.3%, either agree or somehow agree that teachers do not steal each other's ideas. Specifically, 61.5% somewhat agree with this statement, suggesting a nuanced perspective, while 25.8% explicitly disagree. Only a minority, 12.7%, firmly agree that teachers refrain from appropriating each other's ideas. These findings underscore a prevailing ethos of mutual respect for intellectual property among the faculty, albeit with varying degrees of adherence.

**Table 4.2.15 Presence of giving credits among teachers**

<b>Teachers give credit where credit is due.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	nil			
Valid	Disagree	76	29.2	29.2	29.2
	Somehow Agree	183	70.4	70.4	99.6
	Agree	1	.4	.4	100.0
	Strongly agree	nil			
	Total	260	100.0	100.0	

Source: Field Study, 2022

Interpretation: In a survey of 260 respondents regarding the statement "Teachers give credit where credit is due," the majority of participants expressed agreement with this notion. Specifically, 183 respondents (70.4%) indicated they "Somehow Agree" with the statement, suggesting a general alignment with the idea that teachers appropriately recognize colleagues works. A smaller group, comprising 76 respondents (29.2%), disagreed with the statement, implying a belief among a minority that teachers may not consistently acknowledge colleagues' contributions. Only 1 respondent (.4%) strongly agreed with the statement. Overall, the data reflects a predominant sentiment that supports the concept of teachers acknowledging and giving credit for their colleagues' work and accomplishments.

**Table 4.2.16 Secrecy and openness of sharing among teachers**

<b>Teachers closely guard their plans and their ideas.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	1.2	1.2	1.2
	Disagree	42	16.2	16.2	17.3
	Somehow Agree	210	80.8	80.8	98.1
	Agree	5	1.9	1.9	100.0
	Strongly agree	nil			
	Total	260	100.0	100.0	

Source: Field Study

Interpretation: From the survey regarding the statement "Teachers closely guard their plans and their ideas," majority of the respondents i.e. 80.8% says that they “somehow agree” with the statement. Which indicates that they are not very open to each other in sharing ideas and knowledge, thus they are knowingly or unknowingly competing each other by protecting their ideas to excel in their career performance.

**Table 4.2.17 Communication openness among teachers**

<b>Teachers find it difficult to openly communicate with each other.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	5.8	5.8	5.8
	Disagree	149	57.3	57.3	63.1
	Somehow Agree	96	36.9	36.9	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation:

According to the survey data, which gathered responses from 260 teachers, a significant majority find it challenging to openly communicate with each other. Specifically, 57.3% of respondents indicated that they "Disagree" with the statement that teachers can openly communicate. This indicates a prevailing sentiment among a majority of teachers that open communication is not easily achieved. Additionally, 36.9% of respondents "Somehow Agree" with this difficulty, further underscoring the widespread perception of communication challenges among educators. Only a small proportion, 5.8%, "Strongly Disagree" with the notion that teachers struggle to communicate openly. These findings highlight a notable barrier to effective communication within the teaching community, suggesting potential areas for improvement or support to facilitate better collaboration and exchange among educators.

**Table 4.2.18 Conservativeness among teachers**

<b>Teachers in the college take time to consider new ways of doing things.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	nil			
Valid	Disagree	104	40.0	40.0	40.0
	Somehow Agree	156	60.0	60.0	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

Source: Field Study, 2022

Interpretation:

The above table provides insight into the attitudes of teachers in the college regarding their willingness to consider new ways of doing things. According to the data, 40% of the teachers disagree with the statement that they take time to consider new approaches. In contrast, 60% of the teachers somewhat agree with this statement. The total responses accounted for in the data include 260 teachers. This indicates that a majority of teachers (60%) are not open to change and considering new methods in their workplace, while significant number of teachers(40%) are open to do so.

**Table 4.2.19 Opportunity for learning and growth**

<b>Time is available to explore new ideas.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	nil			
Valid	Disagree	89	34.2	34.2	34.2
	Somehow Agree	157	60.4	60.4	94.6
	Agree	14	5.4	5.4	100.0
	Strongly agree	nil			
	Total	260	100.0	100.0	

Source: Field Study, 2022

Interpretation: The above table illustrates teachers' perceptions regarding the availability of time to explore new ideas in the college. According to the data, 34.2% of teachers disagree with the statement that time is available to explore new ideas. A larger portion, 60.4%, somewhat agree that they have time to explore new ideas. Additionally, a small percentage, 5.4%, fully agree with the statement. The data encompasses responses from a total of 260 teachers, making up 100% of the survey population. This indicates that while a majority of teachers (65.8%) recognize some level of time availability for exploring new ideas, a significant portion (34.2%) feel that such time is not available.

**Table 4.2.20 Opportunity for extra-curricular activities**

<b>Possibilities exist to discuss suggestions not included in the task assignment.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	112	43.1	43.1	43.1
	Disagree	119	45.8	45.8	88.8
	Somehow Agree	29	11.2	11.2	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation:

The table presents teachers' opinions on the existence of possibilities to discuss suggestions not included in task assignments. According to the data, a significant majority of teachers, 43.1% strongly disagree and 45.8% disagree, making up a combined 88.9%, feel that there are no such possibilities. Only a small fraction, 11.2%, somewhat agree that there are opportunities to discuss suggestions outside of their assigned tasks. This indicates that the overwhelming majority of teachers believe there are limited or no opportunities to discuss suggestions beyond their assigned tasks.

**Table 4.2.21 Time for personal growth**

<b>The college incorporates flexible timelines that permit people to explore new avenues and alternatives.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	63	24.2	24.2	24.2
	Disagree	140	53.8	53.8	78.1
	Somehow Agree	57	21.9	21.9	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

Source: Field Study, 2022

Interpretation: The survey results indicate varying levels of agreement with the statement about the college's flexible timelines. Among respondents, 24.2% strongly disagreed that the college incorporates flexible timelines, suggesting a significant portion of the sample feels the timelines are rigid or restrictive. A majority, constituting 53.8%, expressed disagreement, further highlighting a prevalent perception of inflexibility regarding timelines at the college. Conversely, 21.9% somewhat agreed that the college offers flexible timelines, indicating a smaller but notable segment sees some level of flexibility in exploring new avenues and alternatives within the institution. Overall, these results suggest a need for potential improvements or clearer communication regarding the flexibility of timelines at the college.

**Table 4.2.22 Level of free time**

<b>Within the college every minute is booked and specified.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	nil			
	Disagree	70	26.9	26.9	26.9
	Somehow Agree	175	67.3	67.3	94.2
	Agree	15	5.8	5.8	100.0
	Strongly agree	nil			
	Total	260	100.0	100.0	

Source: Field Study, 2022



Interpretation: The data presented reflects responses to a statement about the scheduling within a college setting, categorized into three levels of agreement: Disagree, Somehow Agree, and Agree. Among the 260 respondents, 26.9% disagreed that every minute is booked and specified. A significant majority, comprising 67.3%, somehow agreed with the statement, indicating a partial acknowledgment or reservation about the strictness of scheduling. A smaller proportion, 5.8%, fully agreed that every minute is booked and specified within the college environment. These findings suggest a varied perception among respondents regarding the degree of scheduling rigor within the college, with a majority indicating some level of agreement or acknowledgment of the structured time management practices in place.

**Table 4.2.23 Teachers satisfaction in doing their work**

<b>Teachers in the college have fun doing their work.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	nil			
Valid	Disagree	117	45.0	45.0	45.0
	Somehow Agree	143	55.0	55.0	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation:

The data shows the responses of college teachers regarding their enjoyment of work. Among 260 respondents, 117 teachers (45%) disagreed that they have fun doing their work, while 143 teachers (55%) somehow agreed that they enjoy their work. This indicates a split in opinion among the teachers surveyed, with a slight majority expressing some level of agreement that they find enjoyment in their work duties.

**Table 4.2.24 Presence of jokes and humour at workplace**

<b>There is a great deal of good-natured joking.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	11.9	11.9	11.9
	Disagree	111	42.7	42.7	54.6
	Somehow Agree	118	45.4	45.4	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: In analyzing the responses, it is evident that opinions vary widely regarding the presence of good-natured joking. Among the 260 participants surveyed, 11.9% strongly disagreed that such joking occurs, while a larger proportion, 42.7%, with a cumulative percentage of 54.6% disagreed to the statement comprising majority on disagreement. Conversely, 45.4% of respondents expressed agreement, that there is a notable amount of good-natured joking in the work place.

**Table 4.2.25 Teachers sense of humour**

<b>Teachers here exhibit a sense of humour.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	5.8	5.8	5.8
	Disagree	142	54.6	54.6	60.4
	Somehow Agree	103	39.6	39.6	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: In a survey of 260 respondents, perceptions of teachers' sense of humor were assessed across several categories. A smaller proportion, 5.8%, strongly disagreed and the majority, accounting for 54.6% with Cumulative Percent 60.4% expressed disagreement with the statement that teachers exhibit a sense of humor. Conversely, 39.6% somewhat agreed with this notion. These findings indicate a

notable division in perceptions, with a significant portion expressing disagreement regarding the presence of humor among teachers in the surveyed context.

**Table 4.2.26 Teachers seriousness at workplace**

<b>The atmosphere is characterized by seriousness.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	nil			
Valid	Disagree	22	8.5	8.5	8.5
	Somehow Agree	183	70.4	70.4	78.8
	Agree	55	21.2	21.2	100.0
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: The survey responses indicate that the atmosphere, as perceived by respondents, is predominantly serious. Specifically, 70.4% of participants expressed some level of agreement with this characterization, while an additional 21.2% outright agreed, totaling 91.6% who see the atmosphere as serious to some extent. Conversely, 8.5% disagreed with this assessment. Overall it depicts a prevailing perception among the majority of respondents that the atmosphere is marked by seriousness, reflecting a significant consensus on this aspect of their experience.

**Table 4.2.27 Teachers perception on jokes and laughter**

<b>Jokes and laughter are regarded as improper.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	nil			
Valid	Disagree	134	51.5	51.5	51.5
	Somehow Agree	82	31.5	31.5	83.1
	Agree	44	16.9	16.9	100.0
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: In a survey assessing attitudes towards jokes and laughter, a significant portion of respondents expressed varying degrees of acceptance or discomfort with these forms of humor. Specifically, 51.5% strongly disagreed that jokes and laughter are regarded as improper, indicating a majority view that they are generally acceptable. Another 31.5% somewhat agreed with this statement, suggesting some reservations but not complete rejection. A smaller proportion, 16.9%, agreed outright that jokes and laughter are improper. Overall, these findings illustrate a range of perspectives on the appropriateness of humor in social contexts, reflecting differing cultural norms and individual preferences among the surveyed population.

**Table 4.2.28 Presence of power struggles**

<b>There are power and territory struggles here.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	11.5	11.5	11.5
	Disagree	161	61.9	61.9	73.5
	Somehow Agree	69	26.5	26.5	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation:

The above table explains teachers' perceptions regarding the presence of power and territory struggles within the college. According to the data, a majority of teachers do not perceive significant power and territory struggles, with 11.5% strongly disagreeing and 61.9% disagreeing with the statement. This combined total of 73.4% suggests that most teachers do not see these struggles as a major issue. However, 26.5% of the teachers somewhat agree that such struggles exist, indicating that while most teachers dismiss the notion of power and territory struggles, a notable minority believes these issues are present.

**Table 4.2.29 Presence of dislikes and hatred**

<b>Groups and individuals dislike each other.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	47	18.1	18.1	18.1
	Disagree	186	71.5	71.5	89.6
	Somehow Agree	27	10.4	10.4	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

Source: Field Study, 2022

Interpretation:

In a survey conducted among groups and individuals, attitudes towards each other were assessed using a Likert scale. Among the respondents, the majority expressed negative response on the statement. Specifically, 71.5% disagreed with the statement that groups and individuals dislike each other, with 18.1% strongly disagreeing and 10.4% somehow agreeing. This indicates a prevalent perception of discord or lack of mutual affinity between groups and individuals within the surveyed population.

**Table 4.2.30 Differences and gossips**

<b>Personal differences yield gossip.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	33	12.7	12.7	12.7
	Disagree	181	69.6	69.6	82.3
	Somehow Agree	31	11.9	11.9	94.2
	Agree	15	5.8	5.8	100.0
	Strongly agree	nil			
	Total	260	100.0	100.0	

Source: Field Study, 2022

Interpretation:

The data presented illustrates responses to a survey question regarding the statement "Personal differences yield gossip." Out of 260 respondents, the majority expressed disagreement with this statement. Specifically, 33 respondents (12.7%) strongly

disagreed, while 181 (69.6%) disagreed. A smaller portion of respondents indicated some level of agreement: 31 (11.9%) somehow agreed, and 15 (5.8%) agreed. Overall, these findings suggest that a significant proportion of respondents do not perceive personal differences as leading to gossip, reflecting a general tendency against attributing gossip to interpersonal differences among the surveyed group.

**Table 4.2.31 Psychological capabilities of teachers**

<b>Teachers have psychological insight and control of impulses.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	nil			
Valid	Disagree	119	45.8	45.8	45.8
	Somehow Agree	141	54.2	54.2	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: In the survey data provided, 260 respondents were asked to indicate their agreement with the statement "Teachers have psychological insight and control of impulses." The responses were categorized into two groups: "Disagree" and "Somehow Agree." Out of the total respondents, 119 individuals (45.8%) disagreed with the statement, indicating they do not believe teachers possess psychological insight and control over their impulses. On the other hand, 141 respondents (54.2%) somewhat agreed with the statement, suggesting that they acknowledge or believe in teachers' ability to exhibit psychological insight and control their impulses to some extent. These findings highlight a somewhat divided perception among the respondents regarding the psychological capabilities of teachers in terms of insight and impulse control. While a majority leans towards agreement, a significant minority holds a contrary view, suggesting room for varied perspectives on this aspect of teacher behavior.

**Table 4.2.32 Presence of personal tension**

<b>There is a great deal of personal tension in college.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	7.7	7.7	7.7
	Disagree	220	84.6	84.6	92.3
	Somehow Agree	20	7.7	7.7	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

Source: Field Study, 2022

Interpretation: In the context of college life, there appears to be considerable personal tension among teachers, as reflected in survey responses. The majority of respondents, accounting for 84.6%, indicated that they "Disagree" with the statement about there being a great deal of personal tension in college. This suggests that a significant portion of students do not perceive or experience substantial personal tension. Conversely, a small percentage, 7.7%, "Strongly Disagree" with the statement, indicating a clear stance against the presence of personal tension. Another 7.7% expressed being "Somehow Agree" with the statement, implying a nuanced view acknowledging some level of personal tension. Overall, the survey results highlight varied perceptions among teachers regarding the extent of personal tension in the college environment, with a notable majority leaning towards disagreement.

**Table 4.2.33 Opportunity for new ideas**

<b>New ideas are received in an attentive way by other people.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	11.2	11.2	11.2
	Disagree	63	24.2	24.2	35.4
	Somehow Agree	167	64.2	64.2	99.6
	Agree	1	.4	.4	100.0
	Strongly agree	nil			
	Total	260	100.0	100.0	

Source: Field Study, 2022

Interpretation: Based on the survey results, it can be interpreted that a significant majority of respondents (64.2%) somewhat agree that they receive new ideas in an attentive way from other people. A notable portion (24.2%) disagree with this notion, indicating a significant skepticism or lack of receptiveness towards new ideas. A smaller percentage (11.2%) strongly disagree with the idea that they receive new ideas attentively, suggesting a more pronounced resistance to novel concepts. Only a minimal fraction (0.4%) strongly agree with the statement. Overall, these results highlight varying degrees of openness among respondents towards receiving and considering new ideas.

**Table 4.2.34 Interpersonal listening level**

<b>Teachers listen to each other's initiatives.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	nil			
Valid	Disagree	77	29.6	29.6	29.6
	Somehow Agree	175	67.3	67.3	96.9
	Agree	8	3.1	3.1	100.0
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation:

In a survey involving 260 teachers, the majority expressed openness to listening to each other's initiatives. Specifically, 67.3% of respondents indicated they "Somehow Agree" with this practice, suggesting a general willingness to consider and acknowledge colleagues' ideas. A smaller portion, 3.1%, outright "Agree" with this approach. In contrast, 29.6% expressed disagreement with the notion of teachers listening to each other's initiatives. This diversity of opinions highlights varying degrees of receptiveness among teachers towards embracing and supporting new ideas within their professional community.



**Table 4.2.35 Encouragement for innovation and creativity**

<b>Teachers here receive support and encouragement when presenting new ideas.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	nil			
Valid	Disagree	77	29.6	29.6	29.6
	Somehow Agree	183	70.4	70.4	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

Source: Field Study, 2022

Interpretation: In this survey, 260 respondents were asked about their perception of the support and encouragement teachers receive when presenting new ideas. Of these, 70.4% (183 respondents) expressed a positive view, indicating that they "Somehow Agree" with the statement. Conversely, 29.6% (77 respondents) indicated disagreement. This suggests that a significant majority of respondents perceive that teachers do receive support and encouragement when introducing new ideas, while a notable minority holds a contrary opinion. These findings highlight a generally favorable sentiment towards the support system for teachers in the context of innovation and new initiatives.

**Table 4.2.36 Constructivism among teachers**

<b>The atmosphere is constructive when considering new ideas.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	nil			
Valid	Disagree	59	22.7	22.7	22.7
	Somehow Agree	201	77.3	77.3	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

Source: Field Study, 2022

Interpretation:

In analyzing the data on attitudes towards constructive atmosphere in idea consideration, it is evident that a majority, 77.3% (201 respondents), somehow agree that such an atmosphere exists. Conversely, 22.7% (59 respondents) disagree with the presence of a constructive atmosphere for considering new ideas. This indicates a prevailing inclination towards acknowledging the presence of a conducive environment for idea exploration among the surveyed group. The data reflects a significant alignment towards perceiving an atmosphere that supports the introduction and discussion of new concepts or proposals.

**Table 4.2.37 Presence of autocracy/dictatorship**

<b>At the proposal of new ideas the autocracy is prevailing.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	27	10.4	10.4	10.4
	Disagree	172	66.2	66.2	76.5
	Somehow Agree	60	23.1	23.1	99.6
	Agree	1	.4	.4	100.0
	Strongly agree	nil			
	Total	260	100.0	100.0	

Source: Field Study, 2022

Interpretation:

The data presented indicates a prevailing reluctance towards new ideas within the context surveyed. Among the respondents, 76.5% either disagreed (66.2%) or strongly disagreed (10.4%) with proposals of new ideas. This suggests a significant majority holds a negative stance towards embracing new concepts. A smaller proportion (23.1%) indicated some level of agreement, while a negligible percentage (.4%) agreed the statement. These findings highlight a notable resistance or skepticism towards innovation or change among the surveyed population.

**Table 4.2.38 Presence of debate and discussion**

<b>Many different points of view are shared during discussion.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	nil			
Valid	Disagree	24	9.2	9.2	9.2
	Somehow Agree	219	84.2	84.2	93.5
	Agree	17	6.5	6.5	100.0
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: In a discussion involving 260 participants, diverse perspectives were evident regarding the topic at hand. A significant majority, comprising 84.2% of respondents, expressed some level of agreement, with 219 participants indicating they "Somehow Agree." Meanwhile, 9.2% of participants, totaling 24 individuals, disagreed with the discussed points. A smaller proportion, constituting 6.5% of respondents (17 individuals), outright agreed with the views presented. These varying viewpoints underscored the breadth of opinions and the nuanced nature of the discussion, reflecting a balanced exchange of ideas among the participants.

**Table 4.2.39 Disagreements and complication level**

<b>Many voices are heard when searching for solutions for problems.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	nil			
Valid	Disagree	67	25.8	25.8	25.8
	Somehow Agree	179	68.8	68.8	94.6
	Agree	14	5.4	5.4	100.0
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation:

The table provides insight into teachers' perceptions of inclusivity in problem-solving within the college. According to the data, 25.8% of teachers disagree with the statement that many voices are heard when searching for solutions to problems. In contrast, a significant majority, 68.8%, somewhat agree, and an additional 5.4% fully agree that diverse opinions are considered during problem-solving. This indicates that while a notable minority of teachers feel that not many voices are heard, the majority believes that there is some level of inclusivity in the problem-solving process.

**Table 4.2.40 Level of enthusiasm in presenting ideas**

<b>Teachers are keen on putting forward their ideas for consideration.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	nil			
Valid	Disagree	30	11.5	11.5	11.5
	Somehow Agree	230	88.5	88.5	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation:

In a survey of 260 teachers, opinions regarding the proposal submission process were varied. A significant majority, comprising 88.5% of respondents, expressed some level of agreement with the idea of putting forward their suggestions for consideration. Conversely, 11.5% disagreed with this notion. This indicates a generally positive attitude among teachers towards contributing their ideas, suggesting a supportive environment for sharing and discussing proposals within the educational context.

**Table 4.2.41 Unity and consideration level**

<b>Teachers often discuss opposing opinions.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	41	15.8	15.8	15.8
	Disagree	144	55.4	55.4	71.2
	Somehow Agree	75	28.8	28.8	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: In discussions among teachers, the topic of opposing opinions is frequently addressed. Among the participants surveyed, a notable percentage expressed differing viewpoints on this matter. Specifically, 15.8% strongly disagreed with the notion of discussing opposing opinions, while a majority of 55.4% disagreed to some extent. Conversely, 28.8% indicated a degree of agreement with the idea of engaging with opposing viewpoints during discussions. This survey reflects a diversity of perspectives among teachers regarding the importance and practice of considering opposing opinions in their professional interactions and educational settings.

**Table 4.2.42 Style of leadership**

<b>Teachers follow authoritarian patterns without questioning them.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	2.3	2.3	2.3
	Disagree	190	73.1	73.1	75.4
	Somehow Agree	64	24.6	24.6	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: In analyzing the survey responses regarding teachers' adherence to authoritarian patterns without questioning them, it is evident that a significant

majority express reservations. Specifically, 73.1% of respondents disagree with this practice, indicating a reluctance to accept authoritarian teaching methods without scrutiny. Meanwhile, 24.6% somewhat agree with the statement, suggesting some level of acknowledgment or acceptance of such patterns. A smaller proportion, 2.3%, strongly disagree, emphasizing a clear rejection of authoritarian teaching approaches. These findings highlight a prevailing sentiment against unquestioned adherence to authoritarianism among educators, reflecting a diverse range of perspectives on teaching methodologies and their impact on learning environments.

**Table 4.2.43 Level of tolerance in making decisions**

<b>Teachers tolerate uncertainty and ambiguity when making decisions.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	nil			
Valid	Disagree	163	62.7	62.7	62.7
	Somehow Agree	97	37.3	37.3	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation:

In exploring teachers' approach to decision-making, the data reveals a significant inclination towards accepting uncertainty and ambiguity. A majority of respondents, comprising 62.7%, explicitly disagreed with the notion that teachers avoid uncertainty in their decision-making processes. Conversely, 37.3% expressed some level of agreement that teachers do tolerate uncertainty and ambiguity. This suggests that while a substantial portion acknowledges the challenges of uncertainty, a notable segment recognizes and perhaps embraces the need to navigate ambiguity in educational contexts. Overall, the findings underscore a nuanced perspective among teachers regarding their comfort levels with uncertainty when making decisions.

**Table 4.2.44 Risk of diving into unknown field.**

<b>Teachers here often venture into unknown territory.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	5.8	5.8	5.8
	Disagree	191	73.5	73.5	79.2
	Somehow Agree	54	20.8	20.8	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: In a survey of 260 teachers, their responses revealed a spectrum of attitudes towards venturing into unfamiliar areas. A significant majority, comprising 191 respondents (73.5%), indicated disagreement with the notion of exploring unknown territories. A smaller proportion, 54 teachers (20.8%), expressed a somewhat agreeable stance, suggesting a willingness to explore beyond familiar grounds. A minority, 15 teachers (5.8%), strongly disagreed with the idea of venturing into unknown territory. These findings underscore varying degrees of comfort and openness among educators when it comes to embracing unfamiliar aspects of their profession.

**Table 4.2.45 Confidence in taking action**

<b>Teachers feel as though they can take bold action even if the outcome is unclear.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	5.8	5.8	5.8
	Disagree	185	71.2	71.2	76.9
	Somehow Agree	60	23.1	23.1	100.0
	Agree	nil			
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation:

In a survey of 260 teachers, responses varied regarding their willingness to take bold action despite uncertain outcomes. A significant majority, 71.2%, expressed disagreement with this approach, indicating reluctance to take bold actions when outcomes are unclear. Conversely, 23.1% of teachers somewhat agreed with the idea of taking bold action despite uncertainty, suggesting a minority openness to such approaches. Only a small percentage, 5.8%, strongly disagreed with the notion, reflecting a cautious attitude towards taking risks in educational settings. Overall, the survey reveals a divided perspective among teachers regarding the appropriateness of bold actions in uncertain circumstances, with a notable majority favoring a more cautious approach.

**Table 4.2.46 Cautiousness and alertness**

<b>Teachers try to be on the safe side.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	nil			
Valid	Disagree	82	31.5	31.5	31.5
	Somehow Agree	177	68.1	68.1	99.6
	Agree	1	.4	.4	100.0
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

Interpretation:

In a survey of 260 teachers, attitudes towards safety measures were assessed, revealing a range of perspectives. A significant majority, comprising 68.1% of respondents, somewhat agreed with the notion of being cautious, indicating a prevalent inclination towards adopting safety measures. Meanwhile, 31.5% disagreed with this cautious approach, suggesting a notable minority with a different viewpoint. A minimal percentage, just 0.4%, outright agreed with prioritizing safety, indicating



a less prevalent but still existing stance among teachers. Overall, the survey highlights a diverse spectrum of opinions among teachers regarding safety measures, with a majority leaning towards cautious attitudes, albeit with varying degrees of endorsement.

**Table 4.2.47 Presence of escapism and self-protection**

<b>Teachers tend to cover themselves in many ways.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	nil			
Valid	Disagree	74	28.5	28.5	28.5
	Somehow Agree	142	54.6	54.6	83.1
	Agree	44	16.9	16.9	100.0
	Strongly agree	nil			
	Total	260	100.0	100.0	

*Source: Field Study, 2022*

#### Interpretation:

In analyzing teachers' tendencies to protect themselves, the data shows varying degrees of agreement among respondents. A significant portion, 54.6% (142 teachers), somewhat agree that teachers cover themselves in various ways. Meanwhile, 28.5% (74 teachers) disagree with this notion. A smaller percentage, 16.9% (44 teachers), firmly agree that teachers engage in such behaviors. These findings indicate that while a majority acknowledge some degree of self-protection among teachers, opinions are somewhat divided on the extent and methods employed.

## NINE DIMENSIONS OF ORGANISATIONAL CLIMATE

**Table 4.2.48 Descriptive Statistics for dimensions of organisational climate**

	N	Minimum	Maximum	Mean	Std. Deviation
D1_Challenge/Involvement	260	10.00	16.00	12.6538	1.33102
D2_Freedom	260	12.00	15.00	<b>13.0269</b>	.83553
D3_Trust	260	11.00	15.00	<b>13.4269</b>	.71824
D4_Idea time	260	11.00	16.00	<b>13.4538</b>	1.06624
D5_Humor/Playfulness	260	11.00	15.00	12.0038	.84970
D6_Conflict	260	6.00	14.00	10.7231	1.31234
D7_Idea Support	260	10.00	16.00	12.8692	1.61980
D8_Debate	260	10.00	16.00	<b>13.0077</b>	1.30041
D9_Risk taking	260	10.00	16.00	12.2692	1.20673
Valid N (listwise)	260				

*Source: Field Study, 2022*

### Interpretation:

The above table presents nine different dimensions, each dimension representing an aspect of a work or organizational climate, along with their corresponding mean scores. Each dimension has 5 items consisting of 45 items in total, the rating scale used in this study is five point likert scale starting from strongly disagree to strongly agree, for the rating point scores it starts from “0 as Strongly disagree” to “4 as strongly agree” respectively. All the five items scores were summed up to make one dimension, and then descriptive statistic was run for the nine dimensions analysis accordingly.

**D1\_Challenge\_Involvement (12.65):** This score measures the extent to which individuals feel challenged and involved in their work or tasks. A score of 12.65 suggests a moderate level of involvement and commitment for the college, suggesting that higher degree of commitment can be achieved by Mizoram government colleges if work environment is improved in the future.

**D2\_Freedom (13.02):** This dimension represents the level of autonomy or freedom individuals have in their work. A score of 13.02 indicates a relatively high degree of freedom, suggesting that individuals feel they have significant control over how they complete their tasks.

**D3\_Trust (13.42):** Trust within the college teacher's environment is represented by this score. A score of 13.42 suggests a high level of trust, indicating that individuals generally have confidence in their colleagues and their colleges.

**D4\_Idea\_time (13.45):** This dimension assessed the time allocated for creative thinking or generating ideas. A score of 13.45 implies a strong emphasis on giving individuals time to think and develop new ideas, which is crucial for innovation.

**D5\_Humor\_Playfulness (12):** This score reflect the presence of humour and playfulness in the environment. A score of 12 suggests a low to medium level of humour, contributing to an enjoyable work atmosphere to some extent.

**D6\_Conflict (10.72):** Conflict is often an indicator of disagreements or tension within a group. A lower score of 10.72 suggests that conflict is relatively minimal or well-managed within the environment. It is recommended to lower the conflict dimension as low as possible in order to achieved best climate of any establishment.

**D7\_Idea\_Support (12.86):** This dimension measures the extent to which new ideas are supported. A score of 12.86 indicates a moderate level of support for new ideas, suggesting that the environment is conducive to innovation.

**D8\_Debate (13):** Debate measures the extent to which open discussion and argumentation are encouraged. A score of 13 implies that there is a healthy level of debate, allowing for diverse perspectives to be shared and considered.

**D9\_Risk\_taking (12.26):** Risk-taking reflects the willingness of individuals to take risks in their work. A moderate score of 12.26 suggests that while there is some openness to taking risks, it may be balanced with caution.

Overall, the scores suggest a positive environment with high levels of trust, freedom, Idea time, humour and debate dimensions. Also a moderate level of involvement, idea support and risk-taking dimensions were present in the environment, although conflict is relatively low which shows a positive sign. The balance between these factors could be indicative of a healthy and dynamic organizational climate.

#### 4.3 Testing of first Hypothesis

To address the second objective of the study, hypothesis is being tested to determine the outcome.

H<sub>01</sub>: There is no significant relationship between Organisational climate and its categorical variable gender.

**Table 4.3.1 Regression analysis for the first Hypothesis**

<b>Model Summary</b>										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.409 <sup>a</sup>	.167	-.008	.50271	.167	.955	45	214	.559	2.583

*Source: Field Study, 2022*

**Table 4.3.2 ANOVA for the first Hypothesis**

<b>ANOVA</b>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.858	45	.241	.955	.559 <sup>b</sup>
	Residual	54.081	214	.253		
	Total	64.938	259			

*Source: Field Study, 2022*

Interpretation:

The results of the regression analysis indicate that the model explains approximately 16.7% of the variance in the dependent variable, as denoted by the R Square value of

0.167. However, the Adjusted R Square value of -0.008 suggests that, when adjusted for the number of predictors in the model, the explanatory power is actually minimal and possibly negative. This discrepancy points to the model potentially being over fitted or having predictors that do not contribute significantly to explaining the variance. The standard error of the estimate is 0.50271, which measures the average distance that the observed values fall from the regression line. This value provides an indication of the accuracy of the predictions made by the model. The Change Statistics show that the change in R Square (R Square Change) is also 0.167, with an F Change of 0.955 and a significance value (Sig. F Change) of 0.559. The high significance value indicates that the change in the explained variance is not statistically significant, suggesting that the predictors added to the model do not significantly improve the model's fit. Finally, the Durbin-Watson statistic is 2.583, which is slightly above 2. This value indicates that there is no strong evidence of autocorrelation in the residuals of the regression model. The ANOVA analysis for the regression model shows that the total sum of squares is 64.938, with the regression model accounting for 10.858 of its total. The regression model has 45 degrees of freedom (df) and a mean square of 0.241. The residual sum of squares, which represents the variation not explained by the model, is 54.081 with 214 degrees of freedom and a mean square of 0.253. The F-value for the model is 0.955, with a significance level (**Sig.**) of **0.559**. This indicates that the regression model is not statistically significant at the conventional alpha level of 0.05. Hence the analysis fails to reject the null hypothesis which means there is not enough evidence to support alternative hypothesis and so the null hypothesis is being retained.

#### **4.3.2 Testing of second Hypothesis**

Ho2: There is no significant relationship between Organisational climate and its categorical variable location (urban & rural).

**Table 4.3.3 Regression Analysis for the second hypothesis**

<b>Model Summary</b>										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin - Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.451 <sup>a</sup>	.203	.036	.48716	.203	1.214	45	214	.183	.527

Source: Field Study, 2022

**Table 4.3.4 ANOVA for the second hypothesis**

<b>ANOVA</b>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.966	45	.288	1.214	.183 <sup>b</sup>
	Residual	50.788	214	.237		
	Total	63.754	259			

Source: Field Study, 2022

Interpretation: The model summary indicates that the correlation coefficient (R) is 0.451, which signifies a moderate positive relationship between the independent and dependent variables. The R Square value is 0.203, suggesting that approximately 20.3% of the variability in the dependent variable can be explained by the model. The Adjusted R Square, which adjusts for the number of predictors in the model, is 0.036, indicating a relatively low explanatory power when accounting for the number of predictors. The standard error of the estimate is 0.48716, representing the average distance that the observed values fall from the regression line. The change statistics show an R Square Change of 0.203 with an F Change of 1.214 over 45 degrees of freedom in the numerator and 214 in the denominator, with a significance level (Sig. F Change) of 0.183, implying that the change is not statistically significant. The Durbin-Watson statistic is 0.527, which indicates a possible presence of positive autocorrelation in the residuals.

The ANOVA analysis for the regression model shows that the total sum of squares is 63.754, with the regression model accounting for 12.966 of its total. The regression model has 45 degrees of freedom (df) and a mean square of 0.288. The residual sum of squares, which represents the variation not explained by the model, is 50.788 with 214 degrees of freedom and a mean square of 0.237. The F-value for the model is 1.214, with a significance level (**Sig.**) of **0.183**. This indicates that the regression model is not statistically significant at the conventional alpha level of 0.05. Hence, the analysis fails to reject the null hypothesis as there is not enough evidence to support alternative hypothesis and so the null hypothesis is being retained.

#### 4.4 TEACHERS PERFORMANCE ANALYSIS

Various statistical test tables were employed to analyse the performance of teachers through students' feedback to determine the results.

**Table.4.4.1 Frequency table for gender distribution (Students respondents)**

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	191	50.9	50.9	50.9
	Female	184	49.1	49.1	100.0
	Total	375	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: The given data represents the distribution of gender male and female. Out of a total of 375 individuals, 191 (50.9%) male, and 184 (49.1%) are female. The valid percent, which mirrors the percentage of each category out of the total valid responses, confirms the same distribution: 50.9% male and 49.1% female. The cumulative percent, which adds up the valid percentages from the lowest to the highest category, shows that male account for 50.9% of the cumulative total, while female make up the remaining 49.1%, summing up to a complete 100%. This indicates a nearly equal distribution of the population between male and female.

**Table 4.4.2 Frequency table for Location distribution**

<b>Location</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	195	52.0	52.0	52.0
	Urban	180	48.0	48.0	100.0
	Total	375	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: The data shows the categorical location of a sample population of 375 individuals. Out of these, 195 are from rural areas, which constitute 52.0% of the total sample. Similarly, 180 individuals are from urban areas, making up 48.0% of the sample. Both the valid percent and cumulative percent reflect the same values, indicating that the percentages are based on the entire sample without missing data. Therefore, the total sample consists of 52% rural areas and 48% or urban areas.

**Table 4.4.3 Teachers advancement/up-to-date**

<b>Teachers discuss recent developments in the field.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	1.3	1.3	1.3
	Disagree	11	2.9	2.9	4.3
	Somehow Agree	80	21.3	21.4	25.7
	Agree	216	57.6	57.8	83.4
	Strongly Agree	62	16.5	16.6	100.0
	Total	374	99.7	100.0	
Missing	System	1	.3		
Total		375	100.0		

*Source: Field Study, 2022*

Interpretation:

In a survey with 375 respondents, the distribution of their responses is as follows: 1.3% strongly disagree, 2.9% disagree, 21.3% somehow agree, 57.6% agree, and 16.5% strongly agree. When considering only valid responses, the percentages shift



slightly, with 1.3% strongly disagreeing, 2.9% disagreeing, 21.4% somehow agreeing, 57.8% agreeing, and 16.6% strongly agreeing. Overall, 99.7% of responses were valid, and 0.3% were missing due to system issues.

**Table 4.4.4 Teachers welcomes critics**

<b>Teachers invites criticism of his/her own ideas.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.1	1.1	1.1
	Disagree	27	7.2	7.2	8.3
	Somehow Agree	63	16.8	16.8	25.1
	Agree	215	57.3	57.3	82.4
	Strongly Agree	66	17.6	17.6	100.0
	Total	375	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: The survey results indicate that out of 375 respondents, 1.1% strongly disagreed with the statement, 7.2% disagreed, and 16.8% somehow agreed. The majority, 57.3%, agreed with the statement, while 17.6% strongly agreed. The cumulative percentage shows that by the time we reach those who strongly agree, the total reaches 100%.

**Table 4.4.5 Teachers presence of mind**

<b>Teachers give reference for more interesting and involved points.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.1	1.1	1.1
	Disagree	12	3.2	3.2	4.3
	Somehow Agree	50	13.3	13.3	17.6
	Agree	194	51.7	51.7	69.3
	Strongly Agree	115	30.7	30.7	100.0
	Total	375	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: In a survey conducted with 375 respondents, the opinions on a certain statement varied significantly. A small fraction, 1.1% (4 respondents), strongly disagreed with the statement. An additional 3.2% (12 respondents) disagreed. A moderate portion, 13.3% (50 respondents), somewhat agreed with the statement. The majority, 51.7% (194 respondents), agreed, and a significant portion, 30.7% (115 respondents), strongly agreed. This distribution indicates that the statement received a largely positive response, with a cumulative 82.4% of participants either agreeing or strongly agreeing.

**Table 4.4.6 Teachers emphasize conceptual understanding**

<b>Teachers promotes understanding than by-heart learning</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	.8	.8	.8
	Disagree	9	2.4	2.4	3.2
	Somehow Agree	18	4.8	4.8	8.0
	Agree	178	47.5	47.6	55.6
	Strongly Agree	166	44.3	44.4	100.0
	Total	374	99.7	100.0	
Missing	System	1	.3		
Total		375	100.0		

*Source: Field Study, 2022*

Interpretation: In the survey, a total of 375 responses were collected. Among the valid responses, 0.8% strongly disagreed, 2.4% disagreed, 4.8% somehow agreed, 47.6% agreed, and 44.4% strongly agreed with the statement being assessed. This shows that the majority of respondents, comprising 92% (47.6% agreed and 44.4% strongly agreed), had a positive response. Only a small fraction, 8%, expressed disagreement or uncertainty. One response was missing, accounting for 0.3% of the total.

**Table 4.4.7 Teachers preparedness**

<b>Teachers are well prepared for the classes.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	1.3	1.3	1.3
	Disagree	12	3.2	3.2	4.6
	Somehow Agree	44	11.7	11.8	16.4
	Agree	190	50.7	51.1	67.5
	Strongly Agree	121	32.3	32.5	100.0
	Total	372	99.2	100.0	
Missing	System	3	.8		
Total		375	100.0		

Source: Field Study, 2022

Interpretation: In a survey with 375 respondents, 372 provided valid responses. Among these, 1.3% strongly disagreed, 3.2% disagreed, 11.8% somewhat agreed, 51.1% agreed, and 32.5% strongly agreed. The cumulative percentage indicates that 16.4% were at least somewhat agreeable, 67.5% agreed or strongly agreed, and the total reached 100%. Additionally, 3 responses were missing, accounting for 0.8% of the total.

**Table 4.4.8 Teachers communication delivery**

<b>Teachers give lectures that are easy to outline.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	1.3	1.3	1.3
	Disagree	15	4.0	4.0	5.3
	Somehow Agree	54	14.4	14.4	19.8
	Agree	202	53.9	54.0	73.8
	Strongly Agree	98	26.1	26.2	100.0
	Total	374	99.7	100.0	
Missing	System	1	.3		
Total		375	100.0		

Source: Field Study, 2022

Interpretation: The survey results show the respondents' levels of agreement with a statement. A small fraction, 1.3%, strongly disagreed, while 4.0% disagreed. Those who somehow agreed made up 14.4%, bringing the cumulative percentage to 19.8%. The majority, 53.9%, agreed with the statement, and 26.1% strongly agreed, making up a cumulative 100% of valid responses. Out of the total 375 participants, only one response was missing, accounting for 0.3% of the total.

**Table 4.4.9 Teachers subject knowledge**

<b>Teachers are precise and careful in answering questions.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.3	.3	.3
	Disagree	14	3.7	3.7	4.0
	Somehow Agree	77	20.5	20.6	24.6
	Agree	199	53.1	53.2	77.8
	Strongly Agree	83	22.1	22.2	100.0
	Total	374	99.7	100.0	
Missing	System	1	.3		
Total		375	100.0		

*Source: Field Study, 2022*

Interpretation:

In the survey, the majority of respondents, 53.1%, agreed with the statement, making up 53.2% of the valid responses. This is followed by 22.1% who strongly agreed, accounting for 22.2% of the valid responses. About 20.5% of respondents somehow agreed, representing 20.6% of the valid responses. A small percentage, 3.7%, disagreed, which is 3.7% of the valid responses, while only 0.3% strongly disagreed, making up 0.3% of the valid responses. Overall, 374 out of 375 respondents provided valid responses, with only one missing response.

**Table 4.4.10 Uses of both way communication**

<b>Teachers encourage class discussion.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	.5	.5	.5
	Disagree	38	10.1	10.1	10.7
	Somehow Agree	109	29.1	29.1	39.7
	Agree	162	43.2	43.2	82.9
	Strongly Agree	64	17.1	17.1	100.0
	Total	375	100.0	100.0	

Source: Field Study, 2022

Interpretation: Out of a total of 375 respondents, 0.5% strongly disagree, 10.1% disagree, 29.1% somewhat agree, 43.2% agree, and 17.1% strongly agree. This cumulative distribution indicates that the majority, 60.3%, either agree or strongly agree, while 10.6% either disagree or strongly disagree, with the remaining 29.1% somewhat agreeing.

**Table 4.4.11 Teachers promotes students participation**

<b>Teachers invite students to share their ideas and experiences.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.1	1.1	1.1
	Disagree	34	9.1	9.1	10.1
	Somehow Agree	72	19.2	19.2	29.3
	Agree	186	49.6	49.6	78.9
	Strongly Agree	79	21.1	21.1	100.0
	Total	375	100.0	100.0	

Source: Field Study, 2022

Interpretation: The survey results show that out of 375 respondents, a small minority of 1.1% strongly disagreed with the statement, while 9.1% disagreed. A notable portion, 19.2%, somehow agreed. The majority of respondents, 49.6%, agreed with

the statement, and 21.1% strongly agreed. This indicates that the overall sentiment is largely positive, with 70.7% of respondents agreeing or strongly agreeing.

**Table 4.4.12 Teachers' empathy and responsibility**

<b>Teachers knows/assures that the students understands the class lectures.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.3	.3	.3
	Disagree	18	4.8	4.8	5.1
	Somehow Agree	54	14.4	14.4	19.5
	Agree	203	54.1	54.1	73.6
	Strongly Agree	99	26.4	26.4	100.0
	Total	375	100.0	100.0	

*Source: Field Study, 2022*

Interpretation: The survey results show that a majority of respondents (54.1%) agreed with the statement, while 26.4% strongly agreed, bringing the total agreement to 80.5%. A smaller portion of the participants, 14.4%, somehow agreed. On the other hand, a minimal percentage disagreed (4.8%) or strongly disagreed (0.3%) with the statement. Overall, the data indicates a strong consensus among the 375 respondents, with the cumulative agreement reaching 100%.

**Table 4.4.13 Teachers punctuality and reliability**

<b>Teachers completed the course syllabus in time.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	1.3	1.3	1.3
	Disagree	39	10.4	10.5	11.8
	Somehow Agree	92	24.5	24.7	36.5
	Agree	170	45.3	45.6	82.0
	Strongly Agree	67	17.9	18.0	100.0
	Total	373	99.5	100.0	
Missing	System	2	.5		
Total		375	100.0		

*Source: Field Study, 2022*

Interpretation:

In the given survey, 373 respondents provided their opinions, with 5 (1.3%) strongly disagreeing, 39 (10.4%) disagreeing, 92 (24.5%) somewhat agreeing, 170 (45.3%) agreeing, and 67 (17.9%) strongly agreeing. The valid percent and cumulative percent show a progressive agreement trend, with 18.0% of respondents strongly agreeing, culminating in a total agreement of 82.0% (combining "Agree" and "Strongly Agree"). The survey had a near-complete response rate, with only 2 (0.5%) missing responses, making up the total of 375 participants.

**Table 4.4.14 Teachers commitment and dedication**

<b>Teachers has interest in and concern for the quality of his/her teaching.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.3	.3	.3
	Disagree	27	7.2	7.2	7.5
	Somehow Agree	76	20.3	20.3	27.7
	Agree	205	54.7	54.7	82.4
	Strongly Agree	66	17.6	17.6	100.0
	Total	375	100.0	100.0	

*Source: Field Study, 2022*

Interpretation:

In the survey results, 0.3% of the respondents strongly disagree with the statement, while 7.2% disagree. A notable 20.3% somehow agree, and the majority, 54.7%, agree. Additionally, 17.6% of the participants strongly agree with the statement. In total, all 375 respondents contributed to these results, which cumulatively represent 100% of the survey population.

**Table 4.4.15 Presence of student-centered teachers.**

<b>Teachers have genuine interest in students' progress and development.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.1	1.1	1.1
	Disagree	21	5.6	5.6	6.7
	Somehow Agree	79	21.1	21.1	27.7
	Agree	186	49.6	49.6	77.3
	Strongly Agree	85	22.7	22.7	100.0
	Total	375	100.0	100.0	

Source: Field Study, 2022

Interpretation: The above table shows the distribution of responses to the statement, "Teachers have a genuine interest in students," across a sample of 375 respondents. 71.3% of respondents agree or strongly agree that teachers have a genuine interest in students (49.6% agree and 22.7% strongly agree). 6.7% disagree or strongly disagree (5.6% disagree and 1.1% strongly disagree). 21.1% somewhat agree. Overall, the majority of respondents have a positive perception of teachers' genuine interest in students.

**Table 4.4.16 Teachers friendliness**

<b>Teachers are friendly towards students.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	1.3	1.3	1.3
	Disagree	15	4.0	4.0	5.3
	Somehow Agree	108	28.8	28.8	34.1
	Agree	156	41.6	41.6	75.7
	Strongly Agree	91	24.3	24.3	100.0
	Total	375	100.0	100.0	

Source: Field Study, 2022

Interpretation: The table reflects respondents' views on the statement "Teachers are friendly towards students". 1.3% (5 respondents) strongly disagree that teachers are friendly towards students. 4.0% (15 respondents) disagree with the statement. 28.8%



(108 respondents) somewhat agree. 41.6% (156 respondents) agree that teachers are friendly. 24.3% (91 respondents) strongly agree. In summary, the majority of respondents, 65.9% (41.6% agree and 24.3% strongly agree), believe that teachers are friendly towards students. Only 5.3% disagree or strongly disagree, while 28.8% somehow agree.

**Table 4.4.17 Presence of community oriented teachers**

<b>Teachers recognize students outside of class.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	5.3	5.3	5.3
	Disagree	73	19.5	19.5	24.9
	Somehow Agree	145	38.7	38.8	63.6
	Agree	114	30.4	30.5	94.1
	Strongly Agree	22	5.9	5.9	100.0
	Total	374	99.7	100.0	
Missing	System	1	.3		
Total		375	100.0		

*Source: Field Study, 2022*

Interpretation: In the survey results, 5.3% of respondents strongly disagreed, while 19.5% disagreed. A significant portion, 38.7%, somehow agreed, and 30.4% agreed. A smaller group, 5.9%, strongly agreed. These responses account for a total of 374 valid responses, making up 99.7% of the participants. There was one missing response, representing 0.3% of the total, leading to an overall total of 375 participants.

**Table 4.4.18 Teachers approachability and accessibility**

<b>Teachers are accessible for students even out of class hours.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	1.3	1.3	1.3
	Disagree	14	3.7	3.7	5.1
	Somehow Agree	54	14.4	14.4	19.5
	Agree	193	51.5	51.5	70.9
	Strongly Agree	109	29.1	29.1	100.0
	Total	375	100.0	100.0	

Source: Field Study, 2022

Interpretation: The data shows the distribution of responses from a survey with 375 participants. Among them, 1.3% strongly disagreed, 3.7% disagreed, 14.4% somehow agreed, 51.5% agreed, and 29.1% strongly agreed. The majority of respondents, totaling 80.6%, either agreed or strongly agreed, indicating a predominantly positive sentiment. Only a small fraction, 5%, expressed disagreement, while 14.4% were somewhat neutral. Overall, the survey reflects a largely favorable response from the participants.

**Table 4.4.19 Teachers presentation skills and art**

<b>Teachers has interesting style of class presentation.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.1	1.1	1.1
	Disagree	76	20.3	20.3	21.3
	Somehow Agree	97	25.9	25.9	47.2
	Agree	164	43.7	43.7	90.9
	Strongly Agree	34	9.1	9.1	100.0
	Total	375	100.0	100.0	

Source: Field Study, 2022

Interpretation: The survey results indicate varying levels of agreement among 375 respondents. A small portion, 1.1%, strongly disagreed, while 20.3% disagreed. Around 25.9% somewhat agreed, and a significant 43.7% agreed with the statement.

Finally, 9.1% strongly agreed. This cumulative data shows that most respondents (90.9%) fall between somewhat agreeing to strongly agreeing, with only 1.1% strongly disagreeing.

**Table 4.4.20 Presence of passion in teachers**

<b>Teachers enjoys teaching students.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.1	1.1	1.1
	Disagree	14	3.7	3.7	4.8
	Somewhat Agree	112	29.9	29.9	34.7
	Agree	180	48.0	48.0	82.7
	Strongly Agree	65	17.3	17.3	100.0
	Total	375	100.0	100.0	

*Source: Field Study, 2022*

Interpretation:

The table shows respondents' views on the statement "Teachers enjoy teaching us." Only 1.1% (4 respondents) strongly disagree that teachers enjoy teaching. 3.7% (14 respondents) disagree with the statement. 29.9% (112 respondents) somewhat agree. 48.0% (180 respondents) agree that teachers enjoy teaching. 17.3% (65 respondents) strongly agree. The majority of respondents, 65.3% (48.0% agree and 17.3% strongly agree) believes that teachers enjoy teaching. Only 4.8% disagree or strongly disagree, while 29.9% somewhat agree. This indicates a generally positive perception of teachers' enthusiasm for teaching.

**Table 4.4.21 Subject expertness and enthusiasm**

<b>Teachers enthusiastic about his/her subject.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	.5	.5	.5
	Disagree	7	1.9	1.9	2.4
	Somehow Agree	76	20.3	20.3	22.7
	Agree	185	49.3	49.3	72.0
	Strongly Agree	105	28.0	28.0	100.0
	Total	375	100.0	100.0	

Source: Field Study, 2022

Interpretation: The table presents respondents' perceptions of the statement "Teachers are enthusiastic about his/her subject.". Only 0.5% (2 respondents) strongly disagree that teachers are enthusiastic about their subject. 1.9% (7 respondents) disagree with the statement. 20.3% (76 respondents) somewhat agree. 49.3% (185 respondents) agree that teachers are enthusiastic and 28.0% (105 respondents) strongly agree. The vast majority of respondents, 77.3% (49.3% agree and 28.0% strongly agree), believe that teachers are enthusiastic about their subject. Only 2.4% disagree or strongly disagree, while 20.3% somewhat agree. This suggests a strong positive perception of teachers' enthusiasm for their subject matter.

**Table 4.4.22 Teachers regularity**

<b>Teachers take class regularly.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	43	11.5	11.5	11.5
	Disagree	104	27.7	27.7	39.2
	Somehow Agree	75	20.0	20.0	59.2
	Agree	116	30.9	30.9	90.1
	Strongly Agree	37	9.9	9.9	100.0
	Total	375	100.0	100.0	

Source: Field Study, 2022

Interpretation: The survey results indicate varied levels of agreement among respondents. A total of 375 participants were surveyed. Of these, 11.5% (43 respondents) strongly disagreed with the statement, while 27.7% (104 respondents) disagreed. A notable 20% (75 respondents) somehow agreed, and a larger portion, 30.9% (116 respondents), agreed with the statement. Lastly, 9.9% (37 respondents)

strongly agreed. This distribution shows that while a significant number of participants were in agreement, there was also a substantial amount of disagreement.

**Table 4.4.23 T-Test for teachers performance between rural and urban settings**

<b>T-Test Group Statistics</b>					
	Location	N	Mean	Std. Deviation	Std. Error Mean
Teachers discuss recent developments in the field.	Rural	190	3.9211	.75528	.05479
	Urban	184	3.7826	.78686	.05801
Teachers invites criticism of his/her own ideas.	Rural	191	3.9058	.78908	.05710
	Urban	184	3.7554	.88087	.06494
Teachers give reference for more interesting and involved points.	Rural	191	4.0890	.85066	.06155
	Urban	184	4.0652	.77254	.05695
Teachers emphasizes conceptual understanding.	Rural	191	4.2984	.78133	.05653
	Urban	183	4.3497	.70950	.05245
Teachers are well prepared for the classes.	Rural	189	4.0529	.85512	.06220
	Urban	183	4.1530	.79737	.05894
Teachers give lectures that is easy to outline.	Rural	190	4.0526	.88931	.06452
	Urban	184	3.9402	.76230	.05620
Teachers are precise and careful in answering questions.	Rural	190	3.9789	.79654	.05779
	Urban	184	3.8859	.74878	.05520
Teachers encourages class discussion.	Rural	191	3.6911	.91414	.06615
	Urban	184	3.6304	.87737	.06468
Teachers invite students to share their ideas and experiences.	Rural	191	3.7801	.90252	.06530
	Urban	184	3.8315	.91669	.06758
Teachers knows/assures that the students understand the class lectures.	Rural	191	3.9895	.81428	.05892
	Urban	184	4.0435	.76698	.05654
Teachers completed the course syllabus in time.	Rural	191	3.7382	1.00239	.07253
	Urban	182	3.6264	.84942	.06296
Teachers has interest in and concern for the quality of his/her teaching.	Rural	191	3.7749	.86243	.06240
	Urban	184	3.8696	.75701	.05581
Teachers has genuine interest in students.	Rural	191	3.8639	.91324	.06608
	Urban	184	3.8804	.80765	.05954
Teachers are friendly towards students.	Rural	191	3.8901	.87867	.06358
	Urban	184	3.7772	.89279	.06582
Teachers recognize students outside of class.	Rural	191	3.1204	1.04688	.07575
	Urban	183	3.1202	.88129	.06515
Teachers are accessible for students even out of class hours.	Rural	191	4.0209	.92883	.06721
	Urban	184	4.0435	.73793	.05440
Teachers has interesting style of class presentation.	Rural	191	3.4136	.95235	.06891
	Urban	184	3.3750	.93833	.06917
Teachers enjoys teaching us.	Rural	191	3.7277	.83931	.06073
	Urban	184	3.8098	.79046	.05827
Teachers enthusiastic about his/her subject.	Rural	191	4.0052	.76432	.05530
	Urban	184	4.0435	.79497	.05861
Teachers take class regularly.	Rural	191	3.0209	1.22671	.08876
	Urban	184	2.9783	1.17792	.08684

*Source: Field Study, 2022*

Interpretation:

These T Test group statistics help summarize the data for both groups to assess whether the difference between the means is statistically significant.

The above data presented in the table compares the mean ratings and statistical deviations of various teaching qualities between rural and urban settings. Across most parameters, rural teachers received slightly higher or comparable mean ratings compared to urban teachers. For instance, rural teachers had higher mean scores in areas such as discussing recent developments (3.9211 vs. 3.7826) and inviting criticism of their ideas (3.9058 vs. 3.7554). Conversely, urban teachers were rated marginally higher in emphasizing conceptual understanding (4.3497 vs. 4.2984) and being well-prepared for classes (4.1530 vs. 4.0529). The standard deviations and standard errors in both settings suggest consistency in responses with minor variations, indicating a similar level of agreement among respondents. Notably, both rural and urban teachers scored similarly on recognizing students outside of class (both 3.120), and being accessible outside class hours (4.0209 vs. 4.0435). However, in categories such as completing the course syllabus on time, rural teachers scored slightly higher (3.7382 vs. 3.6264). Overall, the results highlight a generally positive perception of teachers performance in both rural and urban areas, with slight differences that may reflect contextual factors influencing teaching and learning environments.

**Table 4.4.24 Reliability test**

<b>KMO and Bartlett's Test</b>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.911
Bartlett's Test of Sphericity	Approx. Chi-Square	3221.500
	df	231
	Sig.	.000

*Source: Field Study, 2022*

Interpretation: The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity are used to assess the suitability of data for factor analysis. The KMO value is .911, which is well above the acceptable threshold of

0.6, indicating that the sample size is adequate and that the data is likely to produce reliable factors. A KMO value above 0.9 is considered excellent, suggesting that the data set is very well suited for factor analysis. Bartlett's Test of Sphericity tests whether the correlation matrix is significantly different from an identity matrix, where variables are unrelated. In this case, the Bartlett's Test of Sphericity has an approximate Chi-Square value of 3221.500 with 231 degrees of freedom and a significance level (Sig.) of .000. This p-value being less than .05 indicates that the correlations between items are sufficiently large for analysis. Together, these results suggest that the data is appropriate for analysis, with strong interrelationships among variables, and the sample size is more than adequate for the analysis.

**Table 4.4.25 Principle component analysis(PCA) for Teachers performance**

<b>Component Matrix</b>						
	Component					
	1	2	3	4	5	6
Teachers discuss recent developments in the field.	.530	- .177	- .463	.082	.086	.022
Teachers invites criticism of his/her own ideas.	.476	- .174	- .147	- .017	- .518	.105
Teachers give reference for more interesting and involved points.	.592	.430	- .254	- .139	.077	.022
Teachers emphasizes conceptual understanding.	.459	.469	.098	.018	- .563	- .021
Teachers are well prepared for the classes.	.605	.463	- .038	- .019	.027	- .106
Teachers give lectures that is easy to outline.	.682	.237	- .347	.050	- .050	- .062
Teachers are precise and careful in answering questions.	.697	- .115	- .300	.168	.122	.080
Teachers encourages class discussion.	.660	- .264	.187	.098	- .030	- .248
Teachers invite students to share their ideas and experiences.	.619	- .058	.369	- .202	- .132	- .239
Teachers knows/assures that the students understand the class lectures.	.692	.293	.051	- .289	.126	- .146

Teachers completed the course syllabus in time.	.679	-	.047	.252	.309	-
		.152				.170
Teachers has interest in and concern for the quality of his/her teaching.	.741	.089	-	-	.244	.145
			.098	.036		
Teachers has genuine interest in students.	.843	.012	-	-	.161	.041
			.066	.008		
Teachers are friendly towards students.	.677	-	.096	.024	.039	.066
		.336				
Teachers recognize students outside of class.	.485	-	.168	-	.223	-
		.269		.416		.212
Teachers are accessible for students even out of class hours.	.727	-	.101	-	-	.166
		.056		.105	.207	
Teachers has interesting style of class presentation.	.355	-	-	.281	-	.536
		.261	.007		.069	
Teachers enjoys teaching us.	.707	-	.188	-	-	.214
		.112		.012	.103	
Teachure enthusiastic about his/her subject.	.681	-	.225	-	-	.119
		.085		.034	.046	
Teachers take class regularly.	.298	-	.283	.510	-	-
		.096			.118	.341
Extraction Method: Principal Component Analysis.						
a. 6 components extracted.						

*Source: Field Study, 2022*

Interpretation: This component matrix table comes from a Principal Component Analysis (PCA), which is a statistical technique used to reduce the dimensionality of data by transforming it into a set of linearly uncorrelated components. The PCA has reduced the original set of teaching behaviors into six underlying components, each representing a different aspect of teaching quality or style. By examining the loadings, one can infer the primary characteristics associated with each component, which can help in understanding the different dimensions of teaching effectiveness being measured.

**Component 1:** This component has high positive loadings on many variables, especially "Teachers has genuine interest in students" (0.843), "Teachers has interest in and concern for the quality of his/her teaching" (0.741), and "Teachers are



accessible for students even out of class hours" (0.727). This suggests that Component 1 represent a dimension related to teacher engagement and accessibility.

**Component 2:** This component shows strong loadings for variables like "Teachers give reference for more interesting and involved points" (0.43) and "Teachers are well prepared for the classes" (0.463). This represents a dimension related to the thoroughness and preparation of teachers.

**Component 3:** This component has a relatively strong loading for "Teachers invite students to share their ideas and experiences" (0.369). This indicate a focus on student participation and openness in class discussions.

**Component 4:** This component has higher loadings for "Teachers take class regularly" (0.51), which indicate a dimension related to consistency and reliability in teaching.

**Component 5:** This component has higher negative loadings for variables like "Teachers invites criticism of his/her own ideas" (-0.518) and "Teachers emphasizes conceptual understanding" (-0.563), suggesting this component capture a more critical or self-reflective aspect of teaching.

**Component 6:** This component has a higher loading for "Teachers has interesting style of class presentation" (0.536), possibly indicating a focus on teaching style or engagement in presentations.

#### **4.5 Testing of third Hypothesis**

Ho3: There is no significant relationship between Teachers performance and its categorical variable gender.

##### **Table 4.5.1 Regression Analysis for the third hypothesis**

Model Summary										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.348 <sup>a</sup>	.121	.070	.48248	.121	2.367	20	344	.001	.340

Source: Field Study, 2022

**Table 4.5.2 ANOVA for the third hypothesis**

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.018	20	.551	2.367	.001 <sup>b</sup>
	Residual	80.078	344	.233		
	Total	91.096	364			

Source: Field Study, 2022

Interpretation: The statistical model presented shows an R value of 0.348, indicating a moderate correlation between the variables. The R Square value is 0.121, meaning that approximately 12.1% of the variance in the dependent variable is explained by the independent variables in the model. The Adjusted R Square is 0.070, which adjusts the R Square value for the number of predictors in the model. The standard error of the estimate is 0.48248, providing a measure of the accuracy of the predictions. The Change Statistics show an R Square change of 0.121, with an F Change of 2.367, indicating that the model is statistically significant (Sig. F Change = .001) at predicting the dependent variable. The Durbin-Watson statistic is 0.340, which tests for autocorrelation in the residuals of the regression analysis. The ANOVA table presents the results of a regression analysis. The sum of squares for the regression (explained variance) is 11.018 with 20 degrees of freedom, while the residual sum of squares (unexplained variance) is 80.078 with 344 degrees of freedom, leading to a total sum of squares of 91.096. The mean square values are 0.551 for the regression and 0.233 for the residuals. The model explains a significant portion of the variance, as indicated by the F-value of 2.367 and a p-value (**Sig.**) of **.001**, which is less than the common alpha level of 0.05. This implies that the

regression model is statistically significant. Therefore, Null hypothesis is rejected and alternative hypothesis is being retained.

#### 4.5 Testing of fourth hypothesis

Ho4: There is no significant relationship between Teachers performance and its categorical variable location (urban & rural).

Ha4: There is significant relationship between Teachers performance and its categorical variable location (urban & rural).

**Table 4.5.3 Regression Analysis for the fourth hypothesis**

<b>Model Summary</b>										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.251 <sup>a</sup>	.063	.008	.49852	.063	1.152	20	344	.295	1.992

Source: Field Study, 2022

**Table 4.5.4 ANOVA for the fourth hypothesis**

<b>ANOVA</b>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.725	20	.286	1.152	.295 <sup>b</sup>
	Residual	85.491	344	.249		
	Total	91.216	364			

Source: Field Study, 2022

Interpretation:

The model summary reveals that the multiple correlation coefficient (R) is 0.251, indicating a weak positive relationship between the predictors and the dependent variable. The R Square value is 0.063, suggesting that approximately 6.3% of the variance in the dependent variable is explained by the model. The Adjusted R Square, which adjusts for the number of predictors, is 0.008, indicating that the model does not explain much more variance than would be expected by chance. The standard error of the estimate is 0.49852, which measures the average distance that

the observed values fall from the regression line. The change statistics show that the R Square change is 0.063, and the F Change value is 1.152 with 20 and 344 degrees of freedom, respectively. This F Change is not statistically significant (Sig. F Change = 0.295), indicating that the model does not significantly improve the prediction of the dependent variable. The Durbin-Watson statistic is 1.992, which is close to 2, suggesting that there is no significant autocorrelation in the residuals of the model.

The Anova test was evaluated, yielding a sum of squares for the regression of 5.725 with 20 degrees of freedom (df), leading to a mean square of 0.286. In contrast, the residual sum of squares is 85.491 with 344 degrees of freedom, resulting in a mean square of 0.249. The total sum of squares for the model is 91.216, calculated over 364 observations. The F-value for this regression model is 1.152, with a significance level (Sig.) of 0.295. The significance level indicates that the Anova result is not statistically significant at the conventional levels. Hence, the analysis fail to reject the null hypothesis which means there is not sufficient evidence to support the alternative hypothesis, and thus the null hypothesis is being retained.

#### 4.6.Fifth objective of the study

To assess the relationship between Organisational climate and teachers performance of state government colleges in Mizoram, another statistical test is being employed by the researcher.

**Table 4.6 Relationship between organisational climate and teachers' performance**

<b>Bayesian Estimates of Coefficients</b>					
Parameter	Posterior			95% Credible Interval	
	Mode	Mean	Variance	Lower Bound	Upper Bound
Organisational Climate	3.167	3.167	.052	2.720	3.614
Teachers Performance	2.717	2.717	.002	2.622	2.813

*Source: Field Study, 2022*

Interpretation:

The Bayesian estimates provided for the coefficients of Organisational climate and Teachers' Performance are presented with their respective posterior distributions, including the mode, mean, variance, and 95% credible intervals. For Organisational Climate, the posterior mode and mean are both 3.167, with a variance of 0.052. The

95% credible interval ranges from 2.720 to 3.614. This indicates a high degree of certainty that the true coefficient lies within this interval, reflecting a positive and significant impact of organisational climate on the outcome variable.

**Organisational Climate:** The coefficient (mode and mean) is 3.167, with a 95% credible interval ranging from 2.720 to 3.614. This suggests that for each unit increase in "Organisational Climate", "Teachers Performance" is expected to increase by approximately 3.167 units, on average.

**Teachers Performance:** The coefficient (mode and mean) is 2.717, with a narrow 95% credible interval of 2.622 to 2.813. This narrow interval suggests that the effect of "Organisational Climate" on "Teachers Performance" is estimated with high precision.

In summary, the Bayesian analysis suggests that "Organisational Climate" has a strong and positive relationship with "Teachers Performance," with the estimates for this relationship being relatively precise. The results indicate that improvements in the organizational climate are likely to be associated with better teacher performance.

**CHAPTER 5**  
**SUMMARY, FINDINGS, SUGGESTIONS AND CONCLUSION**

## **CHAPTER 5**

### **SUMMARY, FINDINGS, SUGGESTIONS AND CONCLUSION**

#### **SUMMARY**

A summary in a research thesis is crucial as it encapsulates the essence of the entire work, providing a concise overview of the key findings, methodologies, and conclusions. It enables readers, including scholars and examiners, to quickly grasp the core contributions and significance of the research. A well-crafted summary also aids in determining the relevance of the thesis to their own work. Moreover, it highlights the originality and impact of the research, which is essential for academic recognition. Overall, the summary serves as a powerful tool for effectively communicating the value and scope of the thesis.

Chapter-1 of the thesis provides a comprehensive foundation for the study, beginning with an introduction to the concept of Organizational Climate, which sets the stage for understanding its relevance in educational institutions. It defines key terms used throughout the study, ensuring clarity and consistency. The chapter then offers a brief overview of the educational scenario in Mizoram, providing context for the research. This is followed by an introduction to Teachers' Performance, emphasizing its critical role in education. The chapter explores the impact of Organizational Climate on educational institutions, highlighting how it influences the work environment and teacher performance. The chapter then outlines the significance and scope of the study, underscoring its importance in the broader educational context. The research design is meticulously detailed, beginning with the statement of the problem, followed by clearly defined research objectives and hypotheses. The methodology section elaborates on the research approach and strategy, describing the population and sampling methods. The data collection procedures are explained, along with the statistical tools used for analysis. This structured approach ensures a thorough investigation into the relationship between Organizational Climate and teacher performance, laying a solid groundwork for the subsequent chapters.

Chapter 2 of the thesis provides an in-depth profile of the study area, focusing on Mizoram. It begins with an overview of Mizoram, offering essential background information about the region. This includes geographic, cultural, and socio-economic aspects that are relevant to understanding the educational context within which the study is situated. The chapter then delves into the history of education in Mizoram, tracing the evolution of the educational system from its inception to the present day. This historical perspective is crucial for understanding the current educational landscape and the factors that have shaped it. Following this, the chapter provides a detailed examination of higher education in Mizoram, highlighting key institutions, challenges, and developments that are pertinent to the study. Additionally, the chapter discusses the Right to Education (RTE) and its implementation in Mizoram, analyzing its impact on access to education and overall educational quality in the state. Finally, the chapter reviews the National Education Policy (NEP) and its implications for education in Mizoram, particularly in the context of the ongoing reforms and their potential to transform the educational system. This comprehensive profile sets the stage for the subsequent analysis of organizational climate and its impact on educational institutions in Mizoram.

Chapter 3 of the thesis is dedicated to a comprehensive literature review, providing a scholarly foundation for the research. It begins with an introduction that sets the stage for the critical examination of existing studies related to Organizational Climate and teacher performance. The review then delves into studies on Organizational Climate and related concepts. It explores the nuances of Organizational Climate and Culture, comparing and contrasting the two to highlight their distinct yet interconnected nature. The chapter also discusses various methods for measuring Organizational Climate and identifies the key factors that influence it. Additionally, the dimensions of Organizational Climate are examined, providing a detailed understanding of how these aspects affect educational institutions. The literature review then shifts focus to studies on teacher performance, covering several critical areas. It includes an analysis of the influence of Teacher's Personality, Motivation, Techniques of Teaching and Teachers' performance. The review also considers the importance of Teachers Training, the standards of performance, and the



credibility of teaching performance. Furthermore, it addresses the methods for evaluating teacher performance. The chapter concludes with a discussion of other related studies, followed by a bibliometric analysis that identifies trends and patterns in the existing literature. Finally, it highlights the research gap, underscoring the need for the current study to address unexplored areas in the relationship between Organizational Climate and teacher performance

Chapter 4 of the thesis presents the analysis and interpretation of data based on the study's objectives. The chapter is structured around the key research goals, providing a detailed examination of the findings. Firstly, the chapter explores the position of Organizational Climate in state government colleges of Mizoram. This analysis offers insights into the current state of the organizational environment in these institutions, identifying strengths and areas for improvement. Secondly, the chapter examines the Organizational Climate in relation to categorical variables such as gender and location. By comparing the experiences of male and female teachers, as well as those in urban and rural colleges, the study reveals significant differences and trends that contribute to a nuanced understanding of how Organizational Climate varies across different contexts. The third objective focuses on assessing teachers' performance in state government colleges in Mizoram. The analysis here provides a comprehensive overview of teacher effectiveness, drawing attention to the factors that enhance or hinder their performance. Next, the chapter examines teachers' performance in relation to categorical variables such as gender and location. This analysis highlights how these variables influence teaching outcomes, offering valuable insights for policy and practice. Finally, the chapter assesses the relationship between Organizational Climate and teachers' performance in state government colleges in Mizoram. By correlating these two variables, the study uncovers important connections that underline the significance of a positive Organizational Climate in fostering high levels of teacher performance.

Chapter 5 serves as the concluding chapter of the thesis, bringing together the key elements of the research and providing closure to the study. The chapter begins with a Summary, recapping the main aspects of the research, including the

objectives, methodology, and key findings. This section provides a concise overview, helping readers to quickly grasp the essence of the study. Following the summary, the Major Findings of the research are presented. This section highlights the most significant results, including the position of Organizational Climate in Mizoram's state government colleges, the differences observed based on gender and location, and the relationship between Organizational Climate and teacher performance. These findings are crucial for understanding the impact of the institutional environment on educational outcomes. The Suggestions section offers practical recommendations based on the study's findings. These suggestions are aimed at improving the Organizational Climate in colleges, enhancing teacher performance, and addressing the disparities observed in the study. The Conclusion section synthesizes the insights gained from the research, drawing final inferences about the relationship between Organizational Climate and teacher performance in Mizoram's state government colleges. Lastly, the chapter discusses the Limitations of the Study, acknowledging the constraints faced during the research and suggesting areas for future investigation. This section ensures transparency and provides direction for further research.

#### **MAJOR FINDINGS:**

1. It is found that a group of teachers is spread between rural and urban areas. Among the teachers surveyed, higher population of teachers lives in urban areas than in rural ones. This shows that most of the teachers in the sample are based in urban locations, with the remaining portion living in rural areas.
2. The study reveals the gender distribution among the teachers is almost equal. Out of the 260 sample surveyed, just over half (51.5%) are male, while the rest are female. This balanced split between male and female participants makes up the entire group.
3. The study depicts the scenario of organisational climate presence in the state government colleges by drawing the dimensions and it was found that the

overall scores suggest a positive environment with high levels of trust, freedom, Idea time and debate dimensions. The low to moderate level scores such as humour, involvement, idea support and risk taking dimensions has a scope for improvement in order to achieve the best working environment in this context.

4. The first hypothesis states that the regression model is not statistically significant at the conventional alpha level of 0.05 as the significance level (Sig.) of 0.559 is greater than the alpha level. Therefore, the analysis fails to reject the null hypothesis as there is not enough evidence to support alternative hypothesis and so the null hypothesis statement “There is no significant relationship between Organisational climate and its categorical variable gender (male & female)” is being retained.
5. The second hypothesis results with a significance level (Sig.) of 0.183. This indicates that the regression model is not statistically significant at the conventional alpha level of 0.05. Hence, the analysis fails to reject the null hypothesis as there is not enough evidence to support alternative hypothesis and so the null hypothesis statement “There is no significant relationship between Organisational climate and its categorical variable location (urban & rural)” is being retained.
6. The study shows the categorical location of 375 students sample who gives a rating on teachers performance are studying in urban or rural areas. Out of these, 195 are from rural areas, which constitute 52.0% of the total sample. Similarly, 180 individuals are from urban areas, making up 48.0% of the sample.
7. The T-Test for teacher’s performance in rural and urban areas compares the mean ratings and statistical deviations of various teaching qualities between rural and urban settings. Across most parameters, rural teachers received slightly higher or comparable mean ratings compared to urban teachers. For

instance, rural teachers had higher mean scores in areas such as discussing recent developments (3.9211 vs. 3.7826) and inviting criticism of their ideas (3.9058 vs. 3.7554). Conversely, urban teachers were rated marginally higher in emphasizing conceptual understanding (4.3497 vs. 4.2984) and being well-prepared for classes (4.1530 vs. 4.0529). The standard deviations and standard errors in both settings suggest consistency in responses with minor variations, indicating a similar level of agreement among respondents. Notably, both rural and urban teachers scored similarly on recognizing students outside of class (both 3.120), and being accessible outside class hours (4.0209 vs. 4.0435). However, in categories such as completing the course syllabus on time, rural teachers scored slightly higher (3.7382 vs. 3.6264). Overall, the results highlight a generally positive perception of teachers' performance in both rural and urban areas, with slight differences that may reflect contextual factors influencing teaching and learning environments.

8. The KMO Bartlett's Test of Sphericity has an approximate Chi-Square value of 3221.500 with 231 degrees of freedom and a significance level (Sig.) of .000. This p-value being less than .05 indicates that the correlations between items are sufficiently large for data analysis. Together, these results suggest that the data is appropriate for analysis, with strong interrelationships among variables, and the sample size is more than adequate for the analysis.
  
9. It was found in the third testing of hypothesis that the model explains a significant portion of the variance, as indicated by the F-value of 2.367 and a p-value (Sig.) level of .001, which is less than the common alpha level of 0.05. This implies that the regression model is statistically significant. Therefore, Null hypothesis is rejected and alternative hypothesis statement "there is significant relationship between Teachers performance and its categorical variable gender(male & female)" is being retained.

10. The fourth hypothesis test shows that The F-value for the regression model is 1.152, with a significance level (Sig.) of 0.295. The significance level indicates that the Anova result is not statistically significant at the conventional levels. Hence, the analysis fail to reject the null hypothesis which means there is not sufficient evidence to support the alternative hypothesis, and thus the null hypothesis statement “there is no significant relationship between Teachers performance and its categorical variable location (urban & rural)” is being retained.
11. The study explains the relationship between organisational climate and teachers’ performance with the help of Bayesian Estimates of Coefficients. The coefficient for Organisational Climate (mode and mean) is 3.167, with a 95% credible interval ranging from 2.720 to 3.614. This suggests that for each unit increase in "Organisational Climate", "Teachers Performance" is expected to increase by approximately 3.167 units, on average. The coefficient of teachers’ performance (mode and mean) is 2.717, with a narrow 95% credible interval of 2.622 to 2.813. This narrow interval suggests that the effect of "Organisational Climate" on "Teachers Performance" is estimated with high precision. In summary, the Bayesian analysis results that "Organisational Climate" has a strong and positive relationship with "Teachers Performance," with the estimates for this relationship being relatively precise. The results indicate that improvements in the organizational climate are likely to be associated with better teacher performance.
12. The study survey result indicates that teachers' commitment in contributing to the college's goals and development is low to moderate level.
13. The study reveals that a significant majority of teachers do not lack interest in their work.

14. It was found that a significant majority, 66.9%, agreed that interpersonal interactions are dull. Thus, the study shows that most teachers find some level of dullness in interpersonal interactions.
15. The study shows that majority of the teachers expressed that teachers carry out their work in prescribed ways with little room to define their tasks.
16. It was also found that the majority felt they had less degree of control over their work-related choices. This highlights a significant inclination towards teachers feeling empowered in their professional roles.
17. The study also reveals that whether teachers are given sufficient resources to define their work, majority of the teachers says that they are not, indicating lack of sufficient resources.
18. It was found that in analyzing on teachers' adherence to guidelines and rules, it is evident that the majority of respondent's express agreement or partial agreement with this notion. Majority of teachers response positively that they are working within strict guidelines and rules.
19. The study indicates that teachers are not very open to each other in sharing ideas and knowledge, thus they are knowingly or unknowingly competing each other by protecting their ideas to excel in their career performance.
20. The study indicates that a majority of teachers are not open to change and considering new methods in their workplace, only very teachers are open and willing to do so.
21. It was found that while a majority of teachers recognize some level of time availability for exploring new ideas, a significant portion (34.2%) feel that such time is not available.

22. The study shows that more than half of the teachers stated that there is no good-natured joking environment in their work place.
23. It was found that majority of the teachers expressed disagreement with the statement that teachers exhibit a sense of humor in their colleges.
24. The study reveals that majority disagreed with the statement that groups and individuals dislike each other, which indicates a good attitude towards each other.
25. It was found that diversity of opinions highlights varying degrees of receptiveness among teachers towards embracing and supporting new ideas within their professional community.
26. The study shows that a significant majority of respondents perceive that teachers do receive support and encouragement when introducing new ideas, while a notable minority holds a contrary opinion. These findings highlight a generally favorable sentiment towards the support system for teachers in the context of innovation and new initiatives.
27. The study indicates that many different points of view are shared during discussion in their work place. These varying viewpoints underscored the breadth of opinions and the nuanced nature of the discussion, reflecting a balanced exchange of ideas among the participants.
28. The study also reveals that their work place do not practice authoritarian patterns while few notable agrees that authoritarian exist.
29. It was found that a significant majority of teachers agreed with the notion of being cautious, indicating a prevalent inclination towards adopting safety measures.

30. The study shows that majority of the teachers tend to cover themselves in many ways when errors and mistakes are committed.
31. The study shows that majority of the teachers discuss recent developments in the class.
32. It was found that majority of the teachers invites criticism of his/her own ideas with the class students.
33. The study shows that overall teacher's performances in all the parameters rated by the students are significantly positive and favourable.
34. It was found that notable percentage is shown that class is not taken regularly.
35. Also it is found that new way of teaching style to make it more interesting is not practiced by some of the teachers.

### **SUGGESTIONS:**

These suggestions aim to address the issues highlighted by the research findings and propose practical steps for future improvement and further studies.

#### **Suggestions to the State Government Colleges and its Authority:**

- a. The positive organizational climate observed in state government colleges, characterized by high levels of trust, freedom, idea time, and debate, which indicates a conducive environment for academic and professional growth. The low conflict levels are encouraging, but there is scope for improvement in the aspects such as humour, involvement, and idea support which could further strengthen the organizational climate. Enhancing these dimensions could foster a more innovative and engaging work environment, ultimately benefiting both teachers and students as a whole.



To improve the humour dimension it is suggested that leaders and administrators shall foster a positive atmosphere by modelling and allowing humour during meetings, workshops, and daily interactions. This can be done through informal gatherings, celebrations, or themed events that promote fun. Organize workshops on the appropriate use of humour, focusing on how it can strengthen connections, foster creative thinking, and reduce anxiety in a professional setting. Teachers can use appropriate humour in the classroom and among peers to foster a relaxed and engaging environment, making it easier for colleagues to share ideas and collaborate.

To increase the level of Involvement it is suggested that teachers to participate in institutional decision-making through committees, task forces, and open forums. This can range from policy development to curriculum design. Promote teamwork by organizing interdisciplinary projects, collaborative research opportunities, and joint teaching initiatives that require teachers from different departments to work together. Also higher authority may ensure open channels of communication where teachers are regularly informed about institutional developments and invited to contribute their input on key issues.

To level up the idea support dimension, it is important to establish idea-sharing platforms. Create online or in-person forums where teachers can freely share their ideas for curriculum development, teaching methods, or institutional improvement without fear of criticism. Recognize and reward innovative ideas by introducing awards, grants, or public recognition for teachers who propose and implement valuable ideas. This could include an "Innovation in Teaching" award. Ensure that teachers have the necessary time, funding, and administrative support to experiment with new ideas. Allocate specific resources, such as professional development funds or research grants, for teachers to develop and implement their ideas. Pair teachers with mentors or experienced colleagues who can provide guidance and feedback on developing ideas. Also, encourage collaboration across departments to combine diverse perspectives.

By creating a climate that values humour, encourages involvement, and supports innovative ideas, colleges can cultivate an environment where teachers feel more

motivated, empowered, and connected to their work. This ultimately leads to enhanced job satisfaction and improved teaching practices.

- b. To improve teacher commitment to the college's goals, it's essential to engage teachers in the decision-making process, provide professional development opportunities, and align individual objectives with institutional goals.
- c. To address the perceived dullness in interpersonal interactions, colleges could organize team-building activities, encourage collaborative projects, and foster a more open and engaging communication culture among teachers.
- d. Offering teachers more autonomy in how they define and execute their tasks could lead to greater job satisfaction and innovation. Flexibility in teaching methods and responsibilities should be explored.
- e. Since teachers feel some degree of control over their work, this sense of empowerment should be strengthened by involving them more in curriculum design, policy-making, and other decision-making processes that impact their roles.
- f. Addressing the lack of resources that allow teachers to define their own work is critical. Colleges should allocate appropriate funding, tools, and materials to support teachers in developing and executing their ideas.
- g. To reduce unhealthy competition and enhance collaboration, colleges could promote knowledge-sharing platforms, reward collaborative efforts, and create a culture where shared success is valued as much as individual achievements.
- h. Encouraging a culture of continuous learning and adaptability can help teachers become more open to change. Providing training on new methods and showing the benefits of adopting these changes could be effective strategies.

- i. To address the lack of time for exploring new ideas, colleges should consider allocating specific times for professional development and idea incubation, ensuring that teachers have the space to innovate.
  
- i. Enhancing the workplace environment with humour can improve morale and collegiality. Initiatives like informal gatherings, light-hearted communication, and stress-relief activities could foster a more relaxed atmosphere. Encouraging teachers to integrate humour into their teaching methods can make learning more enjoyable and engaging for students. Workshops on creative teaching methods might help in this regard.
  
- j. Maintaining and strengthening the positive attitudes among teachers is crucial. This can be achieved through regular team meetings, appreciation programs, and conflict resolution mechanisms.
  
- k. Promoting open dialogue and encouraging diverse opinions can lead to richer discussions and more innovative solutions. Structured forums for idea exchange could be beneficial.
  
- l. To build on the favorable sentiment towards support for innovation, colleges should establish formal support systems, such as mentorship programs, innovation grants, and recognition for innovative teaching practices.
  
- m. Ensuring that all voices are heard during discussions can lead to more balanced decision-making. Facilitating structured debates and encouraging participation from all members can help maintain this balance.
  
- n. Continuing to avoid authoritarian practices in the workplace will foster a more democratic and inclusive environment. Leadership training and participative management practices should be encouraged in the colleges.

- o. While caution is important, it should be balanced with a willingness to take calculated risks in teaching and innovation. Workshops on risk management and creative problem-solving could help teachers navigate this balance.
- p. To reduce the tendency to cover mistakes, colleges should promote a culture where errors are seen as learning opportunities. This can be achieved by implementing non-punitive feedback systems and encouraging reflective practice.
- q. Encouraging teachers to continue discussing recent developments in their field can keep both teachers and students updated and engaged. Regular professional development sessions on current trends could be beneficial.
- r. Promoting a culture where teachers feel comfortable inviting criticism can lead to continuous improvement. Peer review systems and open forums for feedback can support this practice.
- s. To address irregular class schedules, colleges should implement monitoring mechanisms to ensure consistency and provide support to teachers in managing their time effectively.
- t. Encouraging the adoption of new teaching styles could make classes more engaging. Professional development in innovative pedagogies and use of technology advancement effectively could inspire teachers to experiment with new methods.
- u. Rural teachers were rated slightly higher in areas such as discussing recent developments and inviting criticism, suggesting a strong engagement with students in these areas where urban teachers have to improve in this area.
- v. Urban teachers received higher ratings for emphasizing conceptual understanding and class preparedness, where rural area teachers have to improve in this area.

- w. The slight edge for rural teachers in completing the course syllabus on time sets a challenge for the urban area teachers in this matter.

**Scope for future research:**

- a. The analysis of the relationship between organizational climate and gender did not yield statistically significant results, leading to the retention of the null hypothesis. This outcome suggests that, within the context of this study, gender does not play a significant role in influencing the level of organizational climate. Future research might explore other factors that may influence the Climate.
- b. The lack of a statistically significant relationship between organizational climate and location (urban vs. rural) suggests that location does not substantially impact their work environment. This finding could indicate that the organizational climate in state government colleges is relatively consistent across different geographical areas. Further studies might investigate other variables, such as institutional resources or community support that could differ between urban and rural settings. Also further research could explore whether the differences in educational infrastructure or teacher-student interactions between these areas influence teachers performance and students perception.
- c. There is a significant relationship between teacher performance and gender. This finding implies that gender-related factors may influence how teacher performance is perceived or evaluated, highlighting the need for further exploration into gender dynamics within the teaching profession.
- d. The differences in teacher performance between urban and rural areas are not significant enough which suggest that for further research that other factors, beyond geographical location, are more influential in determining teacher performance.

## **LIMITATION OF THE STUDY**

While this study offers valuable insights into the organizational climate within the education sector, it is important to acknowledge several limitations that may affect the generalizability and applicability of the findings:

1. The study is specifically focused on the organizational climate within the education sector, particularly in state government degree colleges. As a result, the findings are limited to this specific context and may not be directly applicable to other sectors or organizational settings.
2. The research is confined to Mizoram, a small state in India. Given the unique socio-cultural and educational dynamics of this region, the findings may not be representative of the broader national or global context. Therefore, caution should be exercised when attempting to generalize these results beyond the state.
3. The study exclusively examines state government degree colleges in Mizoram. Consequently, the findings may not reflect the organizational climate in other types of educational institutions, such as private colleges, universities, technical colleges, training centers or vocational institutes. This limits the broader applicability of the conclusions drawn from the research.
4. The research results are derived from a specific sample field, and as such, they may not be universally applicable. The selected sample may not fully capture the diversity of experiences and perspectives present in other regions or educational settings, which could limit the extent to which these findings can be generalized.

## **CONCLUSION**

The study highlights the critical role of organizational climate within educational institutions, particularly in colleges and universities. A positive and supportive organizational climate is not only essential for enhancing teacher performance but also plays a pivotal role in the overall academic achievement and personal development of students. As the findings of this study indicate, there is a substantial

and significant influence of organizational climate on both teacher and student performance, underscoring the need for educational institutions to prioritize this aspect of their internal environment.

Despite the clear importance of organizational climate, the study reveals a surprising gap in existing research, especially within the context of higher education. This gap presents a valuable opportunity for further exploration, as deeper insights into organizational climate can lead to more effective strategies for fostering a conducive learning and teaching environment. This research also serves as a bridge for future studies, encouraging researchers to conduct more in-depth investigations into the nuances of organizational climate and its broader implications in the education sector. The findings here provide a foundational understanding that future work can build upon, ultimately leading to a richer body of knowledge in this vital area.

The analysis and findings presented in this study lead to several key conclusions and recommendations. For college teachers, there is a need to actively engage in creating and maintaining a positive organizational climate that supports their professional growth and enhances their teaching effectiveness. For policymakers and education administrators, the study underscores the importance of designing policies and frameworks that prioritize organizational climate as a core component of quality education. By doing so, they can contribute to creating a more supportive and motivating environment for educators, which in turn will positively impact student outcomes.

In conclusion, the importance of a good organizational climate cannot be overstated. Quality education is the cornerstone of societal progress, and it is through motivated and well-supported college teachers that this quality can be delivered. Teachers are not only educators but also mentors and role models who significantly shape the future of their students—and, by extension, the future of the country. Therefore, fostering a positive organizational climate is essential for the holistic development of students, ensuring that they are equipped to meet the challenges of tomorrow with confidence and competence.

## **APPENDICES:**

- I. Organisational Climate Questionnaire
- II. Teachers Performance Questionnaire

### **APPENDIX-I**

#### **DIMENSIONS OF ORGANISATIONAL CLIMATE**

**Please tick (✓) for the most appropriate response / answer in respect of the following questions in dimension (i) to (ix).**

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
0	1	2	3	4

#### **i. Challenge/Involvement**

		SDA	D	SHA	A	SA
1	Teachers are committed in contributing to the goals of the college.	0	1	2	3	4
2	Teachers lack interest in their work.	0	1	2	3	4
3	Teachers are intrinsically motivated to contribute to the success of the college.	0	1	2	3	4
4	Interpersonal interactions are dull.	0	1	2	3	4
5	Teachers view work as an opportunity not as obligation.	0	1	2	3	4



## ii. Freedom

		SD A	D	SH A	A	SA
1	Teachers carry out their work in prescribed ways with little room to define their tasks.	0	1	2	3	4
2	Teachers in the college make choices about their own work.	0	1	2	3	4
3	Teachers are given resources to define their own work.	0	1	2	3	4
4	Teachers work in strict guidelines and rules.	0	1	2	3	4
5	Individuals are provided the opportunity to share information about their work.	0	1	2	3	4

## iii. Trust/Openness

		SDA	D	SHA	A	SA
1	Teachers count on each other for personal support.	0	1	2	3	4
2	Teachers here do not steal each other's ideas.	0	1	2	3	4
3	Teachers give credit where credit is due.	0	1	2	3	4
4	Teachers closely guard their plans and their ideas.	0	1	2	3	4
5	Teachers find it difficult to openly communicate with each other.	0	1	2	3	4

#### iv. Idea time

		SDA	D	SHA	A	SA
1	Teachers in the college take time to consider new ways of doing things.	0	1	2	3	4
2	Time is available to explore new ideas.	0	1	2	3	4
3	Possibilities exist to discuss suggestions not included in the task assignment.	0	1	2	3	4
4	The college incorporates flexible timelines that permit people to explore new avenues and alternatives.	0	1	2	3	4
5	Within the college every minute is booked and specified.	0	1	2	3	4

#### 5. Playfulness/Humour

		SDA	D	SHA	A	SA
1	Teachers in the college have fun doing their work.	0	1	2	3	4
2	There is a great deal of good-natured joking.	0	1	2	3	4
3	Teachers here exhibit a sense of humour.	0	1	2	3	4
4	The atmosphere is characterized by seriousness.	0	1	2	3	4
5	Jokes and laughter are regarded as improper.	0	1	2	3	4

**vi. Conflict**

		SDA	D	SHA	A	SA
1	There are power and territory struggles here.	0	1	2	3	4
2	Groups and individuals dislike each other.	0	1	2	3	4
3	Personal differences yield gossip.	0	1	2	3	4
4	Teachers have psychological insight and control of impulses.	0	1	2	3	4
5	There is a great deal of personal tension in college.	0	1	2	3	4

**vii. Idea support**

		SDA	D	SHA	A	SA
1	New ideas are received in an attentive way by other people.	0	1	2	3	4
2	Teachers listen to each other's initiatives.	0	1	2	3	4
3	Teachers here received support and encouragement when presenting new ideas.	0	1	2	3	4
4	The atmosphere is constructive when considering new ideas.	0	1	2	3	4
5	At the proposal of new ideas the automatic "no" is prevailing.	0	1	2	3	4

**viii. Debate**

		SDA	D	SHA	A	SA
1	Many different points of view are shared during discussion.	0	1	2	3	4
2	Many voices are heard when searching for solutions for problems.	0	1	2	3	4
3	Teachers are keen on putting forward their ideas for consideration.	0	1	2	3	4
4	Teachers often discuss opposing opinions.	0	1	2	3	4
5	Teachers follow authoritarian patterns without questioning them.	0	1	2	3	4

**ix. Risk taking**

		SDA	D	SHA	A	SA
1	Teachers tolerate uncertainty and ambiguity when making decisions.	0	1	2	3	4
2	Teachers here often venture into unknown territory.	0	1	2	3	4
3	Teachers feel as though they can take bold action even if the outcome is unclear.	0	1	2	3	4
4	Teachers try to be on the "safe side".	0	1	2	3	4
5	Teachers tend to cover themselves in many ways.	0	1	2	3	4

## APPENDIX-II

### QUESTIONNAIRE

#### TEACHERS PERFORMANCE THROUGH STUDENTS FEEDBACK

Please tick (✓) for the most appropriate response / answer in respect of the following questions.

1. Teachers discuss recent developments in the field

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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2. Teachers present origins of ideas and concepts

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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3. Teachers give reference for more interesting and involved points

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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4. Teachers emphasizes conceptual understanding

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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5. Teachers are well prepared for the classes

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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6. Teachers give lectures that is easy to outline

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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7. Teachers are precise and careful in answering questions

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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8. Teachers encourages class discussion

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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9. Teachers invite students to share their ideas and experiences

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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10. Teachers invites criticism of his/her own ideas

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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11. Teachers knows/assures that the students understands the class lectures

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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12. Teachers has interest in and concern for the quality of his/her teaching

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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13. Teachers has genuine interest in students

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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14. Teachers are friendly towards students

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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15. Teachers recognize students outside of class

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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16. Teachers are accessible for students even out of class hours

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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17. Teachers has interesting style of class presentation

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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18. Teachers enjoys teaching us

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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19. Teachers are enthusiastic about his/her subject

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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20. Teachers have sense of humour

Strongly Disagree (SDA)	Disagree (D)	Somehow Agree (SHA)	Agree (A)	Strongly Agree (SA)
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- Zubair, A. (2001). Work-related behavior and experience patterns of secondary school teachers of Pakistan in relation to organizational climate (Doctoral dissertation). *National Institute of Psychology Islamabad*.

**Reports, Magazines, etc**

- Statistical handbook Mizoram 2022, Directorate of economics & statistics, Mizoram
- Annual report 2022 – 2023, Mizoram information commission, Mizoram
- Annual Final Report of Tourism Survey for the State of Mizoram 2015, Ministry of Tourism, Government of India
- Abstract report of Colleges under Govt. of Mizoram 2022, Department of Higher and Technical Education, Government of Mizoram
- Mizoram University Annual Report 2019
- ANNUAL REPORT 2021-2022, School Education Department, Government of Mizoram
- CDC Records 2022, Mizoram University
- Records 2022, Directorate of Higher & Technical Education (H&TE)
- Dimensions Records, a digital Science Solution, 2024

## BRIEF BIO-DATA OF CANDIDATE

### **PERSONAL INFORMATION**

NAME : C. EPHRAIM  
FATHER'S NAME : C.VAHRUA  
CASTE : ST  
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### **ACADEMIC QUALIFICATION**

DEGREE/ PROGRAM	BOARD/ UNIVERSITY	YEAR OF PASSING	PERCENTAGE (%)
MBA <i>Human Resource</i>	North-Eastern Hill University (Govt. of India)	2018	74 %
BBA <i>Management</i>	ICFAI University Meghalaya	2016	81%(Silver Medalist)

### **LANGUAGE PROFICIENCY**

-English, Mizo(Speak+Read+Write)  
-Hindi,Assamese,etc(Speak)

### **CO-CURRICULAR ACTIVITIES**

- ✓ Participated and Presented Paper in International Seminars and National Seminars.
- ✓ Attended various workshops and Development Programs
- ✓ Published research papers in International Level and National level
- ✓ Successfully participated at Business Model Workshop organized by IIT Bombay, 2017
- ✓ Successfully organized one day workshop sponsored by DST Delhi

### **WORK EXPERIENCE:**

- a) Worked as Functional Project Head for DDU-GKY(MoRD) project at MFM(PIA of Mizoram) 2018-19  
b) Research Work and Teaching experiences 2019-2024  
c)Parttime Faculty/professor at International University Mongolia, 2021

## **PARTICULARS OF THE CANDIDATE**

NAME: C. EPHRAIM

DEGREE: Doctor of Philosophy (Ph.D.)

DEPARTMENT: Management

TITLE OF THESIS: “Organisational Climate and Its Influence on the Performance  
of Faculty Members: A Study of State Government Colleges  
in Mizoram.”

DATE OF ADMISSION: 29.07.2019

APPROVAL OF RESEARCH PROPOSAL:

1. DRC: 16<sup>th</sup> September 2019
2. BOS: 14<sup>th</sup> May 2020
3. SCHOOL BOARD: 29<sup>th</sup> May 2020
4. MZU REG. No.: 1904336
5. Ph.D. REG. No. & DATE: MZU/Ph.D./1321 of 29.07.2019
6. EXTENSION (IF ANY): *Nil*

(PROF. ELANGBAM NIXON SINGH)

HEAD

Department of Management

SEMINAR PAPER PRESENTATION

1.International Seminar Paper present



INTERNATIONAL SEMINAR  
ON  
MANAGING SUSTAINABLE DEVELOPMENT WITH  
SPECIAL EMPHASIS ON RURAL ECONOMIES  
ORGANIZED BY SCHOOL OF ECONOMICS, MANAGEMENT AND INFORMATION SCIENCE  
PACHHUNGA UNIVERSITY COLLEGE, MIZORAM UNIVERSITY



**CERTIFICATE**

This is to certify that Prof./Dr./Mr./Miss C. éphvaim  
of Mizoram University  
has participated in the "INTERNATIONAL SEMINAR ON MANAGING SUSTAINABLE DEVELOPMENT WITH SPECIAL EMPHASIS ON RURAL ECONOMIES" organized by School of Economics, Management and Information Science , Pachhunga University College, Mizoram University held on 24th & 25th January 2024 at Pachhunga University College. He/She presented a paper entitled " ASSESSING ORGANISATIONAL CLIMATE OF STATE GOVERNMENT COLLEGES WITH REFERENCE TO RURAL AREAS OF MIZORAM "



PROF. H. LALTHANZARA  
PRINCIPAL



DR. MARGARET Z. KHIANGTE  
CHAIRMAN



DR. C. VANLALKULHPUIA  
CO-ORDINATOR



## 2. International Conference Paper present



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## **ABSTRACT**

### **ORGANISATIONAL CLIMATE AND ITS INFLUENCE ON THE PERFORMANCE OF FACULTY MEMBERS: A STUDY OF STATE GOVERNMENT COLLEGES IN MIZORAM**

**AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF  
PHILOSOPHY**

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**DEPARTMENT OF MANAGEMENT  
SCHOOL OF ECONOMICS, MANAGEMENT & INFORMATION  
SCIENCE  
JUNE, 2025**

**ORGANISATIONAL CLIMATE AND ITS INFLUENCE ON THE  
PERFORMANCE OF FACULTY MEMBERS: A STUDY OF  
STATE GOVERNMENT COLLEGES IN MIZORAM**

**By  
C. Ephraim  
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**Under the Supervision  
of  
Dr. Lalhmingliana Renthlei  
(Assistant Professor)**

**Submitted**

**In partial fulfillment of the requirement of the Degree of Doctor of  
Philosophy in Management of Mizoram University, Aizawl.**

## INTRODUCTION

Organisational climate is the term which has been extensively used in the study of management subject and human resource management in particular. The term was first used by Kurt Lewin, a psychologist and human behaviour theorist in the year 1939. In 1966, Litwin & Stringer operationalized the term and they defined organisational climate “as a set of measurable properties of the work environment perceived directly or indirectly by the people who live and work in this environment and assumed to influence their motivation and behavior.” According to Taguiris (1968) definition, organisational climate states that climate is the relatively enduring quality of the internal environment of an organization that is experienced by its members, influences their behaviour and can be described in terms of the values of a particular set of characteristics (or attributes) of the organization. Benjamin Schneider (1975) defined “organisational climate as a mutually agreed internal (or moral) environmental description of an organization’s practices and procedures.

Organisational atmosphere is therefore a diverse and subjective one, which is an inner atmosphere that varies from one entity to another based on their entity leaders ' strategies, interpretation and experienced by the employees, and motivation to guide activity. Colleges and institution also possessed a climate which differs from colleges to colleges which may influence teachers, student’s actions and feelings towards their colleges.

As educational establishments are the same as entities, the educational establishment has an organisational atmosphere. Such workplace frameworks are mainly based on the inherent atmosphere of the workers and are informed by the values and goals of the establishments. This is usually the people behavioural that defines an organisational climate, although this involves a much to do with management strategies and administration which produces an Organisational environment. The complex relationships between people who work, the coherence of corporate objectives and stakeholders and the social welfare steps that organizations pursue for their members are the Organisational environment.

The Organisational environment primarily represents an individual opinions and feeling towards the group he or she is a part of. It's a range of unique features and attributes that workers interpret as being a major influence on their behaviour and attitude. Therefore, the large Organisational atmosphere can be interpreted as the organization's social environment.

The Organisational atmosphere is a fairly permanent nature of the internal environment that influences the actions of the employees, and can be described in the meaning of a certain collection of Organisational characteristics. If viewed individually, as many environments as there are persons in the business, the actions of the entities may be more important in assessing the overall effect on the climate and evaluating the consistency of the working environment. The atmosphere should be seen from a system-wide viewpoint. While climatic variations will occur in organizations, it will be merged to some degree to reflect the overall Organisational environment.

In an educational system, teachers play a vital, different position. The successful success of students is said to rely on the teachers' quality of teaching and skills possessed by the teachers. "One of the most difficult problems of educational research is to understand the efficacy of instructors, i.e. distinguishing between most effective teachers and less productive teachers (Coleman, 1998)". Teacher's success significantly depends on the process and techniques that an instructor performs during the teaching. Quality of teachers is considered to be linked to productivity of teachers (Medly and Shannon, 1994). Which human attributes render an efficient instructor in teaching efficiency? What can be physically, intellectually, and morally challenging to become successful teachers? To answer these questions, we first need to understand as an individual the importance of factors influencing motivation and working environment.

Understanding the role of teacher, the methodology of teaching, the contents of the teaching also plays a crucial role in influencing the students learning outcomes (Sprinthal, 1994).

The professional and personal aspects of personality, perceptions, values and effective teaching methods are interconnected to each other. Teaching in colleges is a professional field where technical experts are put into academic practice that blends finely advanced communication and leadership abilities with a broad degree of specialty expertise. As educators, college teachers must be appropriate role models and demonstrate their student's dedication to intellectual standards, learning and development (Medly and Shannon, 1994).

The standards convey the level of teachers expected performance, without specifying how well a teacher will perform to be considered successful as a beginner or advanced instructor. The first move towards setting the level of performance is performance based standards. Professional consensus on expectations for what an instructor will learn and be willing to do is the first phase toward establishing evaluations of those skills. Once appraisal is planned, said to be accurate and effective, the discipline can then produce a reasonable expectations for teachers at different points in their professional work. Such "benchmark results" describe teachers ' expected performance thresholds for standards (Harper and William, 1997).

## **KEYWORDS AND ITS DEFINITION**

### *Organisation*

An organization is an instituted body of individuals having a common goal, particularly a business, service corporation, government, or education. The term organisation was derived from Middle English word “organizacioun”, which is rooted in Old French word “organizacion”, and the Latin word organizare that refers to “arrange systematically” or “organize.”

### *Climate*

The word climate refers to the characteristics of the atmosphere, such as temperature, moisture, wind, rain, and other factors, varying over additional significant time frame such as days or months. In general, the word is used to describe a specific

area's atmospheric conditions. It was taken from the Greek word "klima," which means "inclination" or "slope." The term was first used by Greek astronomers to define the weather and the sun's position at a particular place. In the context of this study, the term "climate" refers to the collective perceptions and experiences of employees regarding their working environment. It encompasses the prevailing attitudes, standards, and practices that define the day-to-day atmosphere within an organization.

#### *Organisational climate*

Organizational climate is the pervasive feeling or vibe within an organization that establishes the norm for appropriate behavior for the majority of employees. The phrase organizational climate was first used by organizational psychologists in the 1930s to describe workplaces' psychological setting and its influence on job satisfaction and success.

#### *Government*

The term Government refers to the system through which a nation or community is managed or controlled, including institutions, ordinances, policies, and those in positions of governance. It was derived from the Old French word "gouverner," and the Latin term "gubernare." The term derives from the Middle English word "governaunce."

#### *College*

It is a centre of higher learning education that awards degrees and credentials. The word "college" has its origins in the Latin term "collegium" referring to a group of individuals learning together and pursuing the same objectives. The institution of colleges in medieval Europe was often organized as guilds or associations of scholars.

#### *Faculty member*

The term “faculty member” refers to an individual employed by an educational institution (usually a college or a university), responsible for teaching, research, and academic administration. Faculty members are central to educational programs, scholarly inquiry, student mentorship, and the realization of the institution’s mission and vision. The term “faculty” was used in the early Middle English period; its roots originate in the Latin “*faculta*”, which means “ability”. In the context of the medieval Latin-speaking world, it stood for a group of individuals with expertise in a certain field of study. Also to note that the researcher used both the terms “teachers” and “faculties” as interchange words in this study.

### *Performance*

Performance is the act or accomplishment of an objective, task or activity, often measured in terms of effectiveness, efficiency, fidelity, quality, safety, or satisfaction. Performance has its origin in the Middle English word “*parfourmen*,” indirectly from the Old French “*parfournir*,” which means “to fulfill”.

### *Education*

Education is the method of receiving knowledge, skills, values, beliefs, and habits from teachers, trainers, or educational colleges. The word ‘education’ came to us from the Latin *educare* which means “bring up,” “to train,” and later “educate.”

## **SIGNIFICANCE AND SCOPE OF THE STUDY**

The current research contributes a significant role as it bridged a gap in the existing literature and yields important insights about the connection of organizational climate and faculties/teachers performance in the specific context of states Government College in Mizoram. This study improves the current knowledge base in terms of how organizational determinants may affect teaching performance, research productivity, and job satisfaction as a whole among members of faculty and improves overall performance of colleges.

The result of the research provides a foundation for realizing the organizational reforms targeted at improving the work environment and overall performance of

faculty in state government colleges. The suggestions may help in trying to strengthen college morale and faculty motivation for better learning and teaching outcomes. Institutions that create a good working environment have high chances of retaining and recruiting educators, it is good for the progress of the institution and its sustainability. A positive presence of organizational climate may produce faculty motivation and strengthen the teaching capacity to improve students' learning outcomes.

Finally, this study might hold significant value for academic as by providing empirical research and theoretical understanding of the relationship between organizational climate and performance of state colleges' teachers in Mizoram. It also stimulates further research and scholarly discussion involving these diverse topics and the understanding of organizational dynamics in education field. The study broadly scopes the policy, brings knowledge to institutional progress, covers the faculty development, and ultimately strives for academic excellence in higher education sector.

## **DESIGN OF THE STUDY**

### **Statement of the problem**

Many higher education institutions and colleges are undergoing a shift in quality education perspectives. India is constantly striving for quality and equity in the educational sphere, and colleges are no exception. There is indeed a common idea that growth in academic institutions at university and college levels over the years has resulted in quality and standard dilution, which then in turn has affected human resource quality. An institution's workplace environment is closely related to attitude and actions of teachers. It is possible that due to the negative presence of organizational climate in the institutions that it may degrade the quality and performance of the working faculty members therefore it is a challenge to carry out a research in this area to understand the in-depth knowledge and examine the current scenario of organizational climate in state government colleges of Mizoram. Since the current status of Organisational climate in Mizoram's government colleges is not known, it is a question which need to be answered and an issue that has to be studied in depth details to understand the dimensions of Organisational climates and its



influences on the performance of teachers/faculties in order to draw a constructive findings and enable to make recommendations for the institutions, policy makers and for the quality improvement and development of education holistically.

### **Research Objectives**

These are the objectives of the present study:

- i. To analyse the position of organisational climate in the state government colleges of Mizoram.
- ii. To examine organisational climate in relation to gender variation and location of the colleges.
- iii. To assess teachers' performance of state government colleges in Mizoram.
- iv. To examine teachers' performance in relation to gender variation and location of the colleges.
- v. To examine the relationship between organisational climate and teachers performance of state government colleges in Mizoram.

### **Hypotheses of the study**

A research hypothesis is a statement that predicts and tests the relationship between two or more variables in a research study. It's a tentative explanation about the expected outcome of the research.

H<sub>0</sub>1: There is no significant relationship between organisational climate and its categorical variable gender.

H<sub>0</sub>2: There is no significant relationship between organisational climate and its categorical variable location of the college.

H<sub>0</sub>3: There is no significant relationship between teachers' performance and its categorical variable gender.

H<sub>0</sub>4: There is no significant relationship between teachers' performance and its categorical variable location of the college.

### **Population of the study**

The population of this study covers all the general Undergraduate colleges funded by Government of Mizoram including all the teachers working in state government

colleges and all the students studying in the state government colleges of Mizoram. A population is said to be the entire group of people or object that the researcher wants to draw conclusions about, therefore the current study population is set on the entire general UG colleges where general courses such as B.A, B.Sc, B.com etc. courses are served and not of a technical/professional courses such as medical, engineering, training institutions, other institution etc. so that the study results will be more accurate and enable to generalize for specific data set of population.

### **Sample Size**

A sample is a subset of a population that is statistically significant and accepted as representative of the complete population. In the current study, samples have been selected to accurately represent the population of all the faculty members and students of the population specified.

In this study, the researcher gathered the statistical record of “Higher and Technical, Government of Mizoram” along with the statistical record of College Development Council of Mizoram University, the state has 21 general undergraduate government colleges where conventional courses UG degrees such as B.A, B.Sc, B.com etc are provided and those said colleges consist of 788 teachers and 14,040 students respectively as per 2020-2021 CDC records.

The researcher adopted one of the widely used sample size selection technique called “Krejcie and Morgan Sample size determination”, based on that formula a total number of 260 samples were drawn from the teachers’ population and a total number of 375 samples were selected from the students’ population respectively.

Formula:

$$s = \frac{X^2 NP (1 - P)}{d^2 (N - 1) + X^2 P (1 - P)}$$

where, s=required sample size

$X^2$ = Value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N=population size

P= population proportion (assumed to be .50 since this would provide maximum sample size)

d= degree of accuracy expressed as a proportion (0.05)

Source: Krejcie and Morgan (1970)

For the sampling technique the researcher used stratified random sampling method as the population has to be sub-divided into two group or strata. The population was divided into two strata i.e. Teachers Strata and Students Strata respectively. Then from each stratum a sample was drawn randomly by random number generator and with the help of Morgan sample size determination formula the final number of the sample size was derived. In this sampling of the study, all the 11 districts of Mizoram are covered where all the state government colleges are located.

### **Data collection**

- A questionnaire of closed ended with rating likert scale consisting of 45 items is distributed to college teachers to find out the prevailing organisational climate in the state government colleges.
- A questionnaire of closed ended with rating likert scale consisting of 20 items is distributed to students to find out the performance of faculty members in the state government colleges.
- Secondary data such as government reports, Statistical handbook, Articles, Books and other data were also employed in this study.

### **Tools used in data analysis**

Statistical tools are indispensable for researchers across disciplines for several reasons. It enables researchers to summarize and interpret complex datasets, providing insights into patterns, trends, and relationships within the data. This descriptive analysis forms the foundation for further investigation and hypothesis testing. Using appropriate statistical tools is very important as it facilitate inferential analysis, allowing researchers to make inferences about populations based on sample data and draw a meaningful conclusion from empirical evidence.

In this study, the researcher analysed the data by using appropriate statistical tools such as mean, frequency tables, percentage method, ANOVA, regression analysis, KMO test, PCA and Bayesian Estimates of Coefficients. The researcher also used pictorial presentation such as charts, tables, and network mapping techniques for bibliometric analysis respectively.

## **LITERATURE REVIEW**

The review of literatures plays a crucial role in scholarly inquiry by providing an in-depth review and analysis of existing research that is relevant to the subject being studied. This section seeks to offer an in-depth review of the scholarly landscape that includes the key concepts and principles that shape the research study. This review aims to provide an in-depth discussion on the field of Organisational Climate, covering a wide range of academic papers, from influential writings to recent studies. It will go deeper into the historical development, theoretical frameworks, research methods, and significant discoveries in this area.

The literature review in this study is organized thematically, commencing with an examination of literatures on organizational climate, followed by a review of studies on teachers' performance and relevant related studies. This review encompasses a comprehensive range of literature, spanning from the 1960s, when the concept of organizational climate was first introduced, to the year of 2022. This chronological framework allows for a nuanced understanding of the evolution of research in these areas and highlights the connections between organizational climate and teachers' performance over time.

## **REVIEW ON ORGANISATIONAL CLIMATE AND IT'S RELATED**

In the late 1950s, social scientists began studying the ways in which different work environments differed, which led to the conception of the notion of organizational climate. The early efforts to define and measure the characteristics of organizational climate were done by researchers who were interested in educational organizations (Pace and Stern, 1958; Halpin and Croft, 1963). However, the value of the idea was quickly recognized by scholars who were interested in business organizations (Tagiuri, 1968). Initially, the notion of climate was employed as a broad concept to communicate an ongoing state of well-being within an organisation in general. Tagiuri (1968) observed that "a particular configuration of enduring characteristics of the ecology, milieu, social system and culture would constitute a climate, as much as a particular configuration of personal characteristics constitutes a personality." In his work, Gilmer (1966) provided a definition of organizational climate, highlighting

its role in differentiating one organization from another and shaping the behavior of individuals within the organization. In their study conducted in 1968, Litwin and Stringer emphasized the significance of perception in shaping the climate. They provided a formal definition, stating that 'climate is a collection of quantifiable characteristics of the work environment, influenced by the shared perceptions of individuals residing and working in that environment, ultimately impacting their behavior.' According to Gilmer (1966), the concept of psychological climates was first introduced in the industrial psychology literature by Gellerman (1960). However, other authors (Forehand and Gilmer, 1964; Halpin and Croft, 1963; Tagiuri, 1968) have also observed that definitions of climate bear a striking resemblance to early descriptions of personality types. The climate of an organisation can be conceptualised as the collective set of characteristics and attributes that shape the overall identity and character of the organisation. Just as personality is unique to each individual, this concept bears a striking resemblance. As per Owens (1998), the study of organizational behavior aims to provide a comprehensive understanding of human behavior within formal organizational settings. One key aspect of organizational behavior as a discipline is its acknowledgment of the significant impact that an organization's internal environment has on the behavior of its members. The recognition of the influence of the broader context in which an organisation operates is evident in its understanding of the impact of social, political, economic, and technological systems on its internal environment. In addition, it is important to consider that the internal environment of an organisation is not limited to its physical components. It also includes the social dynamics and psychological traits of the individuals who are part of the organization's structure. Organizational climate has been defined in various ways by researchers and educational reformers, yet there appears to be a general agreement on its composition. According to Freiberg and Stein (1999), the college climate is considered to be the essence of a college. It is the driving force that inspires students, teachers, and administrators to have a deep affection for the institution and a strong desire to be present every day. The metaphorical use of the heart and soul emphasizes the significance of the college climate, instilling motivation and satisfaction among college members. It is crucial for them to feel comfortable during

their time in college, as it fosters an attraction to the institution. Considering this, the climate of the college is what breathes life into it and showcases the cherished values of the institution.

The concept of organizational climate pertains to the perceptions of staff members regarding their working environment. The academic environment is greatly shaped by the actions of administrators, which in turn have a significant impact on the motivation and conduct of the entire staff. In a more academic and formal context, it is worth noting that climate is a long-lasting attribute that teachers encounter, which in turn affects their actions, and is determined by their shared perceptions (Hoy and Forsyth, 1986).

The organizational climate has a positive correlation with job satisfaction and commitment (Castro and Martins, 2010). Research has shown that the organizational climate has a substantial impact on the mood, attitude, and behavior of employees in relation to their work environment (Abdulkarim, 2013). It also affects employees' behavior, motivation, engagement, and outcomes, leading to increased productivity, job satisfaction, and performance. Furthermore, it influences organizational performance, leadership behavior, managerial and organizational effectiveness, and reduces issues with employees. According to Jones and Crompton (2009), leadership behavior in small and medium-sized organizations is more individualized compared to large organizations. Therefore, a positive organizational environment is essential for increasing employee productivity, commitment, satisfaction, and improving employees interactions in the organisation. This can be achieved by effective leadership behavior, as supported by studies conducted by Kumar-Bamel et al. (2013) and Maamari & Majdalani (2017).

## REVIEW ON TEACHERS PERFORMANCE AND IT'S RELATED

The performance of teachers is of utmost importance in the field of education. Regardless of the policies that are established, it is ultimately the responsibility of the teachers to interpret and implement them. This is accomplished not alone by their personal demonstrations, but also via the pedagogical procedures of teaching and learning. Teaching performance refers to the implementation of instruction, which

includes asking questions, providing explanations, giving instructions, expressing approval, and participating in different instructional activities that a teacher performs in the classroom. The term does not intend to encompass the consequences or results of instruction, such as student performance or individual development. Moreover, it does not seek to include teacher attributes such as attitudes and expectations. When it comes to teaching performance, the focus is on process variables rather than presage or product variables, as described by Dunkin and Biddle.

As per the definition provided by the Oxford Concise Dictionary (1999), the term 'perform' refers to the act of carrying out or accomplishing an action or task. Additionally, it can also denote the act of working, functioning, or doing something to a specific standard. Performance refers to the execution of a task or function. On the other hand, Edis (1995) presents a contrasting viewpoint, suggesting that performance is a separate entity that individuals create and leave behind, independent of its original purpose. Performance is determined by measurable actions, which can be divided into two aspects: behavioral actions and outcome actions. Hence, the performance's action aspect pertains to an individual's actions within the work environment, aligned with the objectives of the organization. The outcome, in turn, is the direct consequence of the individual's behavior.

By defining performance in a more specific manner, one can tap into a wealth of academic research on how to improve teacher behavior and develop teaching skills. The variables to be discussed have been drawn from the existing literature. To fully grasp the significance of practice in teacher training, it is crucial to focus on the practical aspects and the inherent value it holds. The performance of a teacher refers to their conduct and behavior during the teaching process. The performance of teachers has been found to be closely linked to their effectiveness, as demonstrated by Medly and Shannon (1994).

The performance of teachers plays a vital role in the development of children. One of the primary duties of an educator is to identify and cultivate talents. In accordance with Riley (1994), it is the responsibility of the teacher to integrate new knowledge and experiences into the existing framework of the students' understanding. To excel

as a mediator, one must possess a deep understanding of how individuals of different ages and developmental stages perceive their surroundings. As an instructor, the focus should be on imparting the skill of learning rather than simply filling the mind with facts and information.

The significance of a teacher in an academic environment is beyond doubt. Due to the fact that the quality of education is dependent on the effectiveness and competency of instructors, the contribution that teachers make to the teaching-learning process is of the utmost importance. The academic teacher plays a crucial role in driving the success, reforms, and advancement of educational programs. They are the most important factor in ensuring positive outcomes. According to Spenser and Ingram (1965), the success or failure of the enterprise is closely tied to the leader of the group, specifically the teacher, and their ability to consider and respond to the emerging social-emotional climate in the classroom. If a teacher lacks inspiration and is ill-suited for their role, even a well-funded school will not fulfill its potential as a place of education. Teachers play a crucial role in shaping the lives of learners and in the educational journey towards development. Therefore, there is no question that teachers hold a significant and vital role in shaping and guiding abilities in the correct direction. If a teacher lacks competence, is dissatisfied with their job, and lacks proper values, it can undermine the entire foundation of the education system.

In a scholarly study conducted by Panda and Mohanty (2003), it was found that the behavior exhibited by teachers in the classroom has a significant impact on the academic performance of students. Baiocco (1998) found a significant correlation between teacher influence and pupil achievement and attitudes based on various field and experimental studies. It has been found that indirect teacher influences have a significant impact on pupil achievement and attitudes, surpassing the effects of direct teacher influence.

Performance management is a comprehensive and systematic procedure that assists organizations in attaining long-term success by enhancing the individual performance of employees and strengthening both individual and team skills (Armstrong, 2000). The evaluation of teachers' performance in educational



institutions serves multiple purposes, including improving the quality of teaching and providing insights into teacher training policies and procedures (Carter & Lochte, 2016). The correlation between the efficacy of education and the enhancement of general education lies in the caliber of teacher training programs and the provision of pedagogical and practical training to teachers, emphasizing effective teaching methods (Darling-Hammond et al., 2009). Clear definition of performance criteria is essential for achieving performance improvement. This is because performance can only be effectively managed and measured when it is clearly defined (Armstrong, 2000). The development process, initiated by a precise definition of performance, must provide strategies to enhance teachers' performance and sustain elevated levels of achievement (Jones et al., 2006). By adopting this approach, it is possible to attain a sustainable enhancement in the efficiency of both educational institutions and the whole educational system. Multiple research have discovered that improving academic performance has a substantial effect on both the caliber of instruction and the caliber of student educators (Barnett, 2008; Hanushek et al., 2004; Rivkin et al., 2005). Upon reviewing the pertinent literature, it becomes evident that teacher qualifications have a direct impact on school success. Several studies investigate the interconnections of teachers' professional development, performance, and school effectiveness, and offer empirical support for these connections (Özgenel & Mert, 2019; Wallin, 2003; Yalçın & Özgenel, 2021). Özgenel and Mert (2019) found that the training, seminars, and personal development of teachers had a substantial impact on their performance during their service. By optimizing the effectiveness of teachers, there will be a corresponding enhancement in the academic achievement of students. This approach will result in a boost in the efficiency and effectiveness of schools. Wallin (2003) asserts that teachers' professional development has a beneficial impact on the creation, execution, and evaluation of schools' policies and procedures. The teacher can cultivate strong relationships with parents, uphold standards of professional integrity and personal growth, exchange ideas and resources with fellow professionals, and enhance the overall effectiveness of the school program through the provision of professional development. Yalçın and Özgenel (2021) assert that the professional growth of teachers plays a significant role in altering teachers' outlook on their work.

Professional development plays a crucial role in enhancing the teacher's performance and knowledge. The effectiveness of teachers directly impacts the overall effectiveness of schools and the academic success of students. Emphasizing the professional development of teachers is crucial for enhancing the quality of education.

## BIBLIOMETRIC ANALYSIS AND RESULTS

In this section, the researcher discussed and analysed the bibliometric data of organisational climate, and interpreted the results for the application in this particular field of subject. This analysis helps academics understand the organizational climate and its position by evaluating collaboration patterns, network association, trending growth in years and identifying the most influential journals and most active countries for the said subject accordingly.

The researcher collect the data from the Dimensions the world's largest linked research and innovation database where there are 140million Publications, 260m Altmetric data points, 29m Datasets, 7m Grants, 1.8m Policy documents, 160m patents, 800k Clinical trials as on 2024. The researcher entered the term organisational climate in the database without any filters with the default duration period from the year 1855 to 2024 and it produced a result of 18,635 publications on the said topic.

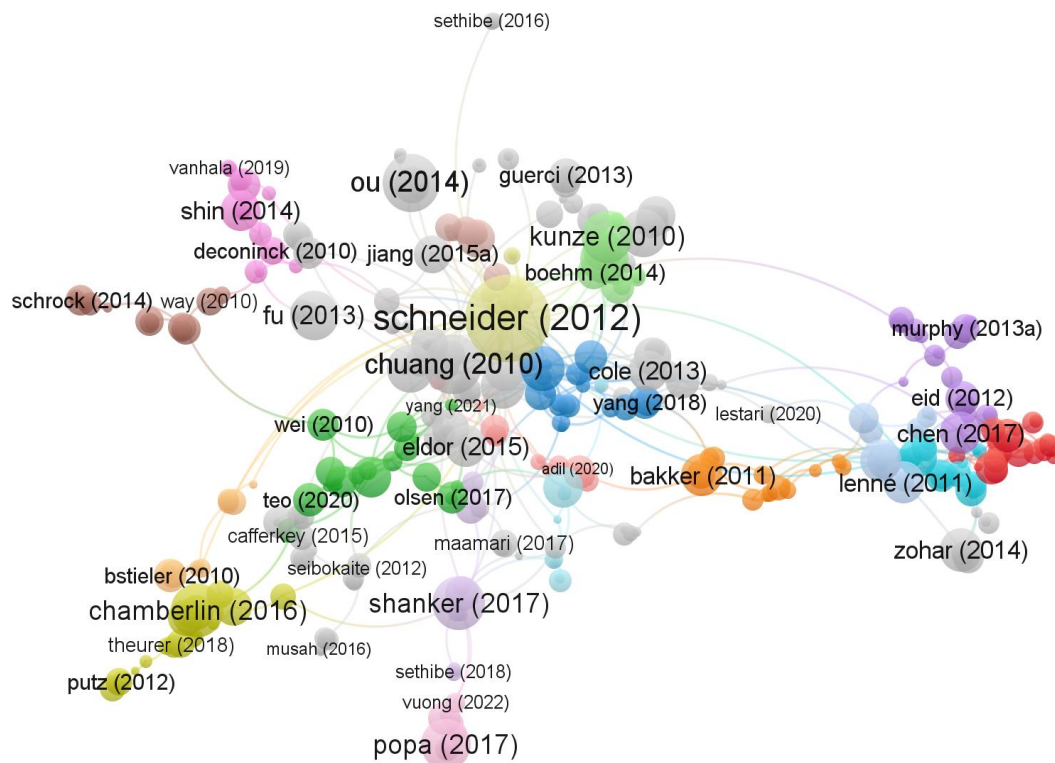
Further, in order to be more specific and refine a better result the researcher applied filtration settings to the system by selecting specific publication years, publication type, field of study, journal sources and title of the study respectively and thus the final data was derived with a total number of 2134 publications from the database and that 2134 data was used for the said analysis.

### *Results*

The citation analysis section depicts that no Indian authors are on the top list in publishing research articles at the reputed journals recently. Therefore, it is a challenge and a scope for every Indian researcher to take a step and to contribute

more in this specific field of study with excellent analytical discussions in various reputed journals and research platform.

Fig.1 Citation Analysis



*(Source: Authors mapping via VOSviewer, 2024)*

Similarly, analysis based on journal field of study, based on year of publication, based on university's publication and based on country wise publication were drawn with the help of VOSviewer network mapping visuals.

It is also found that a study was conducted mostly in the field of sustainability, psychology, Organisational behaviour, business ethics, and Health sector for the last 15 years. A study on OC was very less in the field of education which is a huge scope for further studies to step in and that is one of the reasons the current researcher is also diving into this educational field.

Another mapping network figure shows that such as Harvard University, UNSW Sydney, Hongkong University, Griffith University and University of China are some

of the most actively participating in conducting the research in the specific area at the top journals and research platforms globally. And only IIT Roorkee is the only institute/university visible in the network mapping analysis as one of the largest contributor from India, therefore it is a challenge to all the Indian Universities to participate more in this field of study at the various research platforms as India has over 1000 of Universities across the nation including central, state, deemed and private universities.

## RESEARCH GAP

Upon reviewing the existing state of related literatures, it has been discovered that a substantial amount of research has been carried out on the topic of organizational climate in various corporations, business sectors, hospitals, schools and financial institutions. The majority of the research emphasize on the connection between job satisfaction, organizational commitment, and the working environment of the organization.

It is important to take into consideration an emerging problem in the field of higher education, which is the fact that very few studies have been carried out in relation to the organizational climate, particularly with the institutions that are funded by the government. As long as the instructors are receiving adequate compensation and benefits, it is generally believed that the variation in the working environment at government colleges and institutions does not significantly impact the quality of education and their performance of teachings they provided to their students, keeping in mind that quality education is one of the SDGs that is very important subject to be stressed on and has to be addressed in the present scenario.

Knowingly or unknowingly, the organisational climate of colleges could significantly influence the level of teacher's performance. Consequently, a research question is being developed to investigate whether or not there is a correlation between on organisational climate and performance of faculty members in the state colleges of Mizoram and to understand the position of organisational climate in the state government colleges. Therefore the researcher who is conducting this particular

study makes the decision to fill the gap by delivering an answer to the research question with the help of proper statistical evidence.

## **ANALYSIS AND FINDINGS**

The researcher analysed the data with various statistical tools to determine the results. The organisational climate questionnaire has nine dimensions consisting of 45 elements and therefore 45 frequency tables were run separately to delve into the details. And the descriptive statistics was used separately to understand the overall position of the climate(nine dimensions of organizational climate).

For testing the study hypotheses, the researcher employs regression analysis and ANOVA to determine the test results.

T-Test, Principle component Analysis(PCA), KMO test, Bayesian Estimates of Coefficients were also used in this study.

### **Major Findings:**

1. It is found that a group of teachers is spread between rural and urban areas. Among the teachers surveyed, higher population of teachers lives in urban areas than in rural ones. This shows that most of the teachers in the sample are based in urban locations, with the remaining portion living in rural areas.
2. The study reveals the gender distribution among the teachers is almost equal. Out of the 260 sample surveyed, just over half (51.5%) are male, while the rest are female. This balanced split between male and female participants makes up the entire group.
3. The study depicts the scenario of organisational climate presence in the state government colleges by drawing the dimensions and it was found that the overall scores suggest a positive environment with high levels of trust, freedom, Idea time and debate dimensions. The low to moderate level scores such as humour, involvement, idea support and risk taking dimensions has a

scope for improvement in order to achieve the best working environment in this context.

4. The first hypothesis states that the regression model is not statistically significant at the conventional alpha level of 0.05 as the significance level (Sig.) of 0.559 is greater than the alpha level. Therefore, the analysis fails to reject the null hypothesis as there is not enough evidence to support alternative hypothesis and so the null hypothesis statement “There is no significant relationship between Organisational climate and its categorical variable gender (male & female)” is being retained.
5. The second hypothesis results with a significance level (Sig.) of 0.183. This indicates that the regression model is not statistically significant at the conventional alpha level of 0.05. Hence, the analysis fails to reject the null hypothesis as there is not enough evidence to support alternative hypothesis and so the null hypothesis statement “There is no significant relationship between Organisational climate and its categorical variable location (urban & rural)” is being retained.
6. The study shows the categorical location of 375 students sample who gives a rating on teachers performance are studying in urban or rural areas. Out of these, 195 are from rural areas, which constitute 52.0% of the total sample. Similarly, 180 individuals are from urban areas, making up 48.0% of the sample.
7. The T-Test for teacher’s performance in rural and urban areas compares the mean ratings and statistical deviations of various teaching qualities between rural and urban settings. Across most parameters, rural teachers received slightly higher or comparable mean ratings compared to urban teachers. For instance, rural teachers had higher mean scores in areas such as discussing recent developments (3.9211 vs. 3.7826) and inviting criticism of their ideas (3.9058 vs. 3.7554). Conversely, urban teachers were rated marginally higher

in emphasizing conceptual understanding (4.3497 vs. 4.2984) and being well-prepared for classes (4.1530 vs. 4.0529). The standard deviations and standard errors in both settings suggest consistency in responses with minor variations, indicating a similar level of agreement among respondents. Notably, both rural and urban teachers scored similarly on recognizing students outside of class (both 3.120), and being accessible outside class hours (4.0209 vs. 4.0435). However, in categories such as completing the course syllabus on time, rural teachers scored slightly higher (3.7382 vs. 3.6264). Overall, the results highlight a generally positive perception of teachers' performance in both rural and urban areas, with slight differences that may reflect contextual factors influencing teaching and learning environments.

8. The KMO Bartlett's Test of Sphericity has an approximate Chi-Square value of 3221.500 with 231 degrees of freedom and a significance level (Sig.) of .000. This p-value being less than .05 indicates that the correlations between items are sufficiently large for data analysis. Together, these results suggest that the data is appropriate for analysis, with strong interrelationships among variables, and the sample size is more than adequate for the analysis.
9. It was found in the third testing of hypothesis that the model explains a significant portion of the variance, as indicated by the F-value of 2.367 and a p-value (Sig.) level of .001, which is less than the common alpha level of 0.05. This implies that the regression model is statistically significant. Therefore, Null hypothesis is rejected and alternative hypothesis statement "there is significant relationship between Teachers performance and its categorical variable gender(male & female)" is being retained.
10. The fourth hypothesis test shows that The F-value for the regression model is 1.152, with a significance level (Sig.) of 0.295. The significance level indicates that the Anova result is not statistically significant at the conventional levels. Hence, the analysis fail to reject the null hypothesis

which means there is not sufficient evidence to support the alternative hypothesis, and thus the null hypothesis statement “there is no significant relationship between Teachers performance and its categorical variable location (urban & rural)” is being retained.

11. The study explains the relationship between organisational climate and teachers’ performance with the help of Bayesian Estimates of Coefficients. The coefficient for Organisational Climate (mode and mean) is 3.167, with a 95% credible interval ranging from 2.720 to 3.614. This suggests that for each unit increase in "Organisational Climate", "Teachers Performance" is expected to increase by approximately 3.167 units, on average. The coefficient of teachers’ performance (mode and mean) is 2.717, with a narrow 95% credible interval of 2.622 to 2.813. This narrow interval suggests that the effect of "Organisational Climate" on "Teachers Performance" is estimated with high precision. In summary, the Bayesian analysis results that "Organisational Climate" has a strong and positive relationship with "Teachers Performance," with the estimates for this relationship being relatively precise. The results indicate that improvements in the organizational climate are likely to be associated with better teacher performance.
12. The study survey result indicates that teachers' commitment in contributing to the college's goals and development is low to moderate level.
13. The study reveals that a significant majority of teachers do not lack interest in their work.
14. It was found that a significant majority, 66.9%, agreed that interpersonal interactions are dull. Thus, the study shows that most teachers find some level of dullness in interpersonal interactions.



15. The study shows that majority of the teachers expressed that teachers carry out their work in prescribed ways with little room to define their tasks.
16. It was also found that the majority felt they had less degree of control over their work-related choices. This highlights a significant inclination towards teachers feeling empowered in their professional roles.
17. The study also reveals that whether teachers are given sufficient resources to define their work, majority of the teachers says that they are not, indicating lack of sufficient resources.
18. It was found that in analyzing on teachers' adherence to guidelines and rules, it is evident that the majority of respondent's express agreement or partial agreement with this notion. Majority of teachers response positively that they are working within strict guidelines and rules.
19. The study indicates that teachers are not very open to each other in sharing ideas and knowledge, thus they are knowingly or unknowingly competing each other by protecting their ideas to excel in their career performance.
20. The study indicates that a majority of teachers are not open to change and considering new methods in their workplace, only very teachers are open and willing to do so.
21. It was found that while a majority of teachers recognize some level of time availability for exploring new ideas, a significant portion (34.2%) feel that such time is not available.
22. The study shows that more than half of the teachers stated that there is no good-natured joking environment in their work place.

23. It was found that majority of the teachers expressed disagreement with the statement that teachers exhibit a sense of humor in their colleges.
24. The study reveals that majority disagreed with the statement that groups and individuals dislike each other, which indicates a good attitude towards each other.
25. It was found that diversity of opinions highlights varying degrees of receptiveness among teachers towards embracing and supporting new ideas within their professional community.
26. The study shows that a significant majority of respondents perceive that teachers do receive support and encouragement when introducing new ideas, while a notable minority holds a contrary opinion. These findings highlight a generally favorable sentiment towards the support system for teachers in the context of innovation and new initiatives.
27. The study indicates that many different points of view are shared during discussion in their work place. These varying viewpoints underscored the breadth of opinions and the nuanced nature of the discussion, reflecting a balanced exchange of ideas among the participants.
28. The study also reveals that their work place do not practice authoritarian patterns while few notable agrees that authoritarian exist.
29. It was found that a significant majority of teachers agreed with the notion of being cautious, indicating a prevalent inclination towards adopting safety measures.
30. The study shows that majority of the teachers tend to cover themselves in many ways when errors and mistakes are committed.

31. The study shows that majority of the teachers discuss recent developments in the class.
32. It was found that majority of the teachers invites criticism of his/her own ideas with the class students.
33. The study shows that overall teacher's performances in all the parameters rated by the students are significantly positive and favourable.
34. It was found that notable percentage is shown that class is not taken regularly.
35. Also it is found that new way of teaching style to make it more interesting is not practiced by some of the teachers.

### **SUGGESTIONS:**

These suggestions aim to address the issues highlighted by the research findings and propose practical steps for future improvement and further studies.

#### **Suggestions to the State Government Colleges and its Authority:**

- a. The positive organizational climate observed in state government colleges, characterized by high levels of trust, freedom, idea time, and debate, which indicates a conducive environment for academic and professional growth. The low conflict levels are encouraging, but there is scope for improvement in the aspects such as humour, involvement, and idea support which could further strengthen the organizational climate. Enhancing these dimensions could foster a more innovative and engaging work environment, ultimately benefiting both teachers and students as a whole.

To improve the humour dimension it is suggested that leaders and administrators shall foster a positive atmosphere by modelling and allowing humour during

meetings, workshops, and daily interactions. This can be done through informal gatherings, celebrations, or themed events that promote fun. Organize workshops on the appropriate use of humour, focusing on how it can strengthen connections, foster creative thinking, and reduce anxiety in a professional setting. Teachers can use appropriate humour in the classroom and among peers to foster a relaxed and engaging environment, making it easier for colleagues to share ideas and collaborate.

To increase the level of Involvement it is suggested that teachers to participate in institutional decision-making through committees, task forces, and open forums. This can range from policy development to curriculum design. Promote teamwork by organizing interdisciplinary projects, collaborative research opportunities, and joint teaching initiatives that require teachers from different departments to work together. Also higher authority may ensure open channels of communication where teachers are regularly informed about institutional developments and invited to contribute their input on key issues.

To level up the idea support dimension, it is important to establish idea-sharing platforms. Create online or in-person forums where teachers can freely share their ideas for curriculum development, teaching methods, or institutional improvement without fear of criticism. Recognize and reward innovative ideas by introducing awards, grants, or public recognition for teachers who propose and implement valuable ideas. This could include an "Innovation in Teaching" award. Ensure that teachers have the necessary time, funding, and administrative support to experiment with new ideas. Allocate specific resources, such as professional development funds or research grants, for teachers to develop and implement their ideas. Pair teachers with mentors or experienced colleagues who can provide guidance and feedback on developing ideas. Also, encourage collaboration across departments to combine diverse perspectives.

By creating a climate that values humour, encourages involvement, and supports innovative ideas, colleges can cultivate an environment where teachers feel more motivated, empowered, and connected to their work. This ultimately leads to enhanced job satisfaction and improved teaching practices.

- b. To improve teacher commitment to the college's goals, it's essential to engage teachers in the decision-making process, provide professional development opportunities, and align individual objectives with institutional goals.
- c. To address the perceived dullness in interpersonal interactions, colleges could organize team-building activities, encourage collaborative projects, and foster a more open and engaging communication culture among teachers.
- d. Offering teachers more autonomy in how they define and execute their tasks could lead to greater job satisfaction and innovation. Flexibility in teaching methods and responsibilities should be explored.
- e. Since teachers feel some degree of control over their work, this sense of empowerment should be strengthened by involving them more in curriculum design, policy-making, and other decision-making processes that impact their roles.
- f. Addressing the lack of resources that allow teachers to define their own work is critical. Colleges should allocate appropriate funding, tools, and materials to support teachers in developing and executing their ideas.
- g. To reduce unhealthy competition and enhance collaboration, colleges could promote knowledge-sharing platforms, reward collaborative efforts, and create a culture where shared success is valued as much as individual achievements.
- h. Encouraging a culture of continuous learning and adaptability can help teachers become more open to change. Providing training on new methods and showing the benefits of adopting these changes could be effective strategies.

- i. To address the lack of time for exploring new ideas, colleges should consider allocating specific times for professional development and idea incubation, ensuring that teachers have the space to innovate.
- i. Enhancing the workplace environment with humour can improve morale and collegiality. Initiatives like informal gatherings, light-hearted communication, and stress-relief activities could foster a more relaxed atmosphere. Encouraging teachers to integrate humour into their teaching methods can make learning more enjoyable and engaging for students. Workshops on creative teaching methods might help in this regard.
- j. Maintaining and strengthening the positive attitudes among teachers is crucial. This can be achieved through regular team meetings, appreciation programs, and conflict resolution mechanisms.
- k. Promoting open dialogue and encouraging diverse opinions can lead to richer discussions and more innovative solutions. Structured forums for idea exchange could be beneficial.
- l. To build on the favorable sentiment towards support for innovation, colleges should establish formal support systems, such as mentorship programs, innovation grants, and recognition for innovative teaching practices.
- m. Ensuring that all voices are heard during discussions can lead to more balanced decision-making. Facilitating structured debates and encouraging participation from all members can help maintain this balance.
- n. Continuing to avoid authoritarian practices in the workplace will foster a more democratic and inclusive environment. Leadership training and participative management practices should be encouraged in the colleges.

- o. While caution is important, it should be balanced with a willingness to take calculated risks in teaching and innovation. Workshops on risk management and creative problem-solving could help teachers navigate this balance.
- p. To reduce the tendency to cover mistakes, colleges should promote a culture where errors are seen as learning opportunities. This can be achieved by implementing non-punitive feedback systems and encouraging reflective practice.
- q. Encouraging teachers to continue discussing recent developments in their field can keep both teachers and students updated and engaged. Regular professional development sessions on current trends could be beneficial.
- r. Promoting a culture where teachers feel comfortable inviting criticism can lead to continuous improvement. Peer review systems and open forums for feedback can support this practice.
- s. To address irregular class schedules, colleges should implement monitoring mechanisms to ensure consistency and provide support to teachers in managing their time effectively.
- t. Encouraging the adoption of new teaching styles could make classes more engaging. Professional development in innovative pedagogies and use of technology advancement effectively could inspire teachers to experiment with new methods.
- u. Rural teachers were rated slightly higher in areas such as discussing recent developments and inviting criticism, suggesting a strong engagement with students in these areas where urban teachers have to improve in this area.
- v. Urban teachers received higher ratings for emphasizing conceptual understanding and class preparedness, where rural area teachers have to improve in this area.

- w. The slight edge for rural teachers in completing the course syllabus on time sets a challenge for the urban area teachers in this matter.

**Scope for future research:**

- a. The analysis of the relationship between organizational climate and gender did not yield statistically significant results, leading to the retention of the null hypothesis. This outcome suggests that, within the context of this study, gender does not play a significant role in influencing the level of organizational climate. Future research might explore other factors that may influence the Climate.
- b. The lack of a statistically significant relationship between organizational climate and location (urban vs. rural) suggests that location does not substantially impact their work environment. This finding could indicate that the organizational climate in state government colleges is relatively consistent across different geographical areas. Further studies might investigate other variables, such as institutional resources or community support that could differ between urban and rural settings. Also further research could explore whether the differences in educational infrastructure or teacher-student interactions between these areas influence teachers performance and students perception.
- c. There is a significant relationship between teacher performance and gender. This finding implies that gender-related factors may influence how teacher performance is perceived or evaluated, highlighting the need for further exploration into gender dynamics within the teaching profession.
- d. The differences in teacher performance between urban and rural areas are not significant enough which suggest that for further research that other factors, beyond geographical location, are more influential in determining teacher performance.



## **LIMITATION OF THE STUDY**

While this study offers valuable insights into the organizational climate within the education sector, it is important to acknowledge several limitations that may affect the generalizability and applicability of the findings:

- The study is specifically focused on the organizational climate within the education sector, particularly in state government degree colleges. As a result, the findings are limited to this specific context and may not be directly applicable to other sectors or organizational settings.
- The research is confined to Mizoram, a small state in India. Given the unique socio-cultural and educational dynamics of this region, the findings may not be representative of the broader national or global context. Therefore, caution should be exercised when attempting to generalize these results beyond the state.
- The study exclusively examines state government degree colleges in Mizoram. Consequently, the findings may not reflect the organizational climate in other types of educational institutions, such as private colleges, universities, technical colleges, training centers or vocational institutes. This limits the broader applicability of the conclusions drawn from the research.

## **CONCLUSION**

The study highlights the critical role of organizational climate within educational institutions, particularly in colleges and universities. A positive and supportive organizational climate is not only essential for enhancing teacher performance but also plays a pivotal role in the overall academic achievement and personal development of students. As the findings of this study indicate, there is a substantial and significant influence of organizational climate on both teacher and student performance, underscoring the need for educational institutions to prioritize this aspect of their internal environment.

Despite the clear importance of organizational climate, the study reveals a surprising gap in existing research, especially within the context of higher education. This gap presents a valuable opportunity for further exploration, as deeper insights into organizational climate can lead to more effective strategies for fostering a conducive learning and teaching environment. This research also serves as a bridge for future studies, encouraging researchers to conduct more in-depth investigations into the nuances of organizational climate and its broader implications in the education sector. The findings here provide a foundational understanding that future work can build upon, ultimately leading to a richer body of knowledge in this vital area.

The analysis and findings presented in this study lead to several key conclusions and recommendations. For college teachers, there is a need to actively engage in creating and maintaining a positive organizational climate that supports their professional growth and enhances their teaching effectiveness. For policymakers and education administrators, the study underscores the importance of designing policies and frameworks that prioritize organizational climate as a core component of quality education. By doing so, they can contribute to creating a more supportive and motivating environment for educators, which in turn will positively impact student outcomes.

In conclusion, the importance of a good organizational climate cannot be overstated. Quality education is the cornerstone of societal progress, and it is through motivated and well-supported college teachers that this quality can be delivered. Teachers are not only educators but also mentors and role models who significantly shape the future of their students—and, by extension, the future of the country. Therefore, fostering a positive organizational climate is essential for the holistic development of students, ensuring that they are equipped to meet the challenges of tomorrow with confidence and competence.

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