

## The Influence of Organizational Climate on Teacher Motivation and Job Commitment in Public Secondary Schools

Abdul Wahid <sup>1</sup>, Prof. Dr. Shahida Sajjad <sup>2</sup>, Dr. Sadia Siddiqui <sup>3</sup>

<sup>1</sup> PhD. Research Scholar, Metropolitan University, Karachi, Email: [wahidseep@gmail.com](mailto:wahidseep@gmail.com)

<sup>2</sup> Pro Chancellor Academics, Metropolitan University, Karachi,

Email: [shahida\\_sajjad75270@yahoo.com](mailto:shahida_sajjad75270@yahoo.com), [Prochancellor.academics@muk.edu.pk](mailto:Prochancellor.academics@muk.edu.pk)

<sup>3</sup> Assistant Professor, Metropolitan University, Karachi, Email: [drsadiasiddique@gmail.com](mailto:drsadiasiddique@gmail.com)

**DOI: <https://doi.org/10.70670/sra.v3i2.627>**

### Abstract

This study investigated the relationship between organizational climate, teacher motivation, and job commitment in public secondary schools in Quetta, Balochistan, Pakistan. Employing a quantitative survey and correlational analysis, data were collected from a representative sample of 648 teachers across 50 secondary schools using validated questionnaires. The Organizational Climate Description Questionnaire (OCDQ) demonstrated a reliability of .873, and the Teachers' Job Commitment and Motivation Questionnaire (TJCMQ) a reliability of .609. The results demonstrated a significant impact of organizational climate. A strong correlation existed between organizational climate and job performance ( $r = .993$ ,  $p < .001$ ), and a moderate correlation with teacher motivation ( $r = .322$ ,  $p < .05$ ). Teachers reported varied perceptions: reasonable workload (Mean = 3.6173) but low job commitment (Mean = 2.3318) and moderate inspiration from school heads (Mean = 3.3395). Supportive leadership and collegiality positively influenced motivation and commitment, while autocratic management and perceived inequities had negative effects. The study emphasizes the importance of a positive organizational climate for teacher retention and effectiveness. Recommendations include promoting transformational leadership, enhancing administrative support, and fostering collaboration. This research provides critical insights for educational stakeholders aiming to improve teacher outcomes in similar contexts.

**Keywords:** Organizational Climate, Teacher Motivation, Job Commitment, Public Secondary Schools

### Introduction.

The efficacy of public secondary education hinges significantly on the quality and dedication of its teaching staff. Teachers, as the primary drivers of student learning, are most effective when they feel motivated, valued, and committed to their roles and institutions. This study focuses on the critical role of organizational climate in shaping these essential teacher attributes. Organizational climate, encompassing the shared perceptions and experiences of teachers within a school, establishes the backdrop against which their professional lives unfold. A positive climate can foster a sense of belonging, encourage collaboration, and promote job satisfaction, while a negative climate can lead to burnout, disengagement, and high turnover.

The concept of organizational climate in educational settings, often referred to as school climate, is understood as more than just the physical environment; it includes the complex social interactions that influence teacher experiences (Gbesoevi et al., 2023; Punia & Bala, 2023). These

interactions, as highlighted by Iqbal, Syaifuddin, & Sofiyan (2023), create the organizational environment, directly impacting employee perceptions and opinions.

This research aims to rigorously determine the relationship between organizational climate and teacher motivation and job commitment in public secondary schools. This investigation is vital given the persistent challenges faced by public education systems, including teacher retention, declining morale, and the need for continuous improvement in student outcomes. We hypothesize that a supportive and well-structured organizational climate will significantly correlate with higher levels of teacher motivation and commitment. However, it's also crucial to examine the possibility of null findings, where no significant relationship is observed, as this can provide valuable insights into other potential influential variables.

The importance of this investigation is supported by studies that have shown direct correlations between organizational climate and teacher work satisfaction (Okorji & Ebelechukwu, 2023). Also, research has indicated that organizational climate is a significant predictor of teacher self-efficacy (Shah, Shaheen, & Abbas, 2022). Furthermore, the impact of principal leadership styles on organizational climate, and consequently teacher motivation, has been noted (Uygur & İpek, 2023).

This study aims to enrich the existing body of knowledge by providing empirical evidence specific to public secondary school teachers. By concentrating on this particular context, we seek to uncover nuances and specific factors that may not be visible in broader studies. The findings will carry practical implications for school administrators, policymakers, and educational stakeholders, guiding strategies to enhance teacher well-being and improve the overall educational environment.

**Research Objective:** To determine the relationship between organizational climate and public secondary schools public secondary school teachers' motivation and teachers' job commitment.

**Research Question:** To what extent does organizational climate influence the motivation and job commitment of public secondary school teachers?

**Hypothesis:** No significant relationship between organizational climate and public secondary school teachers' motivation and the teachers' job commitment.

**H<sub>0</sub>:** Organizational climate has no significant positive effect on public secondary school teachers' motivation and job commitment.

**H<sub>1</sub>:** Organizational climate has a positive and significant effect on public secondary school teachers' motivation and job commitment.

## **Literature Review**

### **Conceptual Foundations**

The concept of organizational climate, encompassing the shared perceptions of individuals within a workplace, is fundamental to understanding employee behavior and outcomes (Punia & Bala, 2023). In educational settings, this translates to "school climate," a multidimensional construct that extends beyond physical infrastructure to include the social, psychological, and relational dynamics shaping the school environment (Gbesoevi et al., 2023). These dynamics, as Iqbal, Syaifuddin, & Sofiyan (2023) highlight, directly influence employee perceptions and ultimately, organizational effectiveness.

### **Dimensions of Organizational Climate and Their Impact on Teachers**

The organizational climate is not a monolithic entity but rather a complex interplay of various dimensions. Research consistently identifies several key factors that influence teacher experiences. Notably, the school principal's leadership style plays a pivotal role in shaping the organizational climate. Transformational leadership, characterized by inspiration, intellectual stimulation, and individualized consideration, has been linked to increased teacher motivation, job satisfaction, and

commitment (Uygur & İpek, 2023). Additionally, the principal's ability to foster a supportive and collaborative environment is crucial (Nachshoni, 2024). Teachers' perceptions of fairness in resource allocation, decision-making, and performance evaluations significantly impact their views on school climate, as perceived injustices can lead to decreased morale and job dissatisfaction (Kemer & Polat, 2023). Furthermore, a collaborative environment- where teachers support each other and engage in shared problem-solving- enhances job satisfaction and reduces feelings of isolation (Okorji & Ebelechukwu, 2023). Open and transparent communication channels are essential for building trust and ensuring that teacher's feel informed and valued (Jesevičiūtė-Ufartienė, Brusokaitė, & Widelska, 2020). Opportunities for professional development and career advancement are crucial for maintaining teacher motivation and commitment. Providing teachers with a degree of autonomy in their instructional practices and decision-making processes can increase intrinsic motivation, while the availability of adequate resources significantly influences teachers' perceptions of the organizational climate.

### **Organizational Culture, Job Satisfaction, and Commitment**

Organizational culture, the shared values, beliefs, and norms of a school, significantly influences teacher job satisfaction and commitment (Okorji & Ebelechukwu, 2023). A positive culture, characterized by respect, trust, and a sense of community, fosters a more supportive and engaging work environment. Teachers who perceive a strong sense of belonging and value tend to exhibit higher levels of job satisfaction and commitment.

Teachers' organizational commitment is measured by how strongly they identify with and participate in a school. This commitment is defined by three things: a strong desire to stay a member of the school, a willingness to put in a lot of effort on behalf of the school, and a strong belief in and acceptance of the organization's goals and values (Oredein & Bello, 2022).

### **Teacher Motivation and Job Satisfaction**

Teacher motivation, the driving force behind their effort and dedication, is significantly influenced by the organizational climate (Sunarni & Sultoni, 2023). Both intrinsic and extrinsic factors play a role. Intrinsic motivation, stemming from a sense of purpose and fulfillment in teaching, is enhanced by a supportive and empowering climate. Extrinsic motivation, related to external rewards and recognition, is also influenced by school policies and practices.

It is well-acknowledged that teachers' life and job satisfaction are positively correlated when they work in situations that are supportive, upbeat, stimulating, and encouraging, and give them opportunities for both professional and personal growth as well as self-realization (Chroristine et al., 2022). Perceived organizational support, which is the degree to which staff members are valued for their efforts, is determined by taking into account their well-being and pleasure. Because the personnel is greatly influenced by these impressions, the organization may succeed in its goals (Ali, Ullah, & Ayaz, 2022).

### **Research Gap and Study Rationale**

While existing literature provides valuable insights into the relationship between organizational climate and teacher motivation and job performance. This study aims to address these gaps by providing empirical evidence specific to public secondary school teachers. By focusing on this context, we seek to uncover nuances and specific factors that may not be apparent in broader studies. The findings will have practical implications for school administrators, policymakers, and educational stakeholders, informing strategies to enhance teacher wellbeing and improve the overall educational environment.

## Methodology

This study employed a quantitative research approach utilizing a descriptive survey design, complemented by correlational analysis, to examine the relationship between organizational climate and public secondary school teachers' motivation and job commitment within the Quetta district of Balochistan, Pakistan. The descriptive survey design facilitated the gathering of data on teachers' perceptions of organizational climate, motivation, and job commitment. Subsequently, a correlational design was applied to determine the statistical relationships between these variables. The reliability of the instruments, assessed using Cronbach's alpha, ranged from questionable for the Teachers' Job Commitment & Motivation Questionnaire (TJCMQ;  $\alpha = .609$ ) to acceptable for the Teachers' Job Performance Questionnaire (TJPQ;  $\alpha = .716$ ) and good for the Organizational Climate Description Questionnaire (OCDQ;  $\alpha = .873$ ), indicating varying levels of internal consistency. Findings related to teacher job commitment and motivation should be interpreted with caution due to the TJCMQ's lower reliability.

## Population and Sample

The target population for this study comprised all public secondary school teachers within the Quetta district of Balochistan, Pakistan. To obtain a representative sample, a stratified random sampling technique was employed. The population was stratified based on teacher gender to ensure balanced representation. The sample size, calculated using the Bukhari (2021) sample size calculator, consisted of 648 teachers, including 417 female teachers and 231 male teachers. Participants were randomly selected from each gender stratum, a procedure designed to minimize selection bias and enhance the generalizability of the findings to the broader teacher population in Quetta.

## Data Collection

Data for this study were collected through the administration of two validated questionnaires to the sampled teachers in the Quetta district of Balochistan, Pakistan. The Organizational Climate Description Questionnaire (OCDQ), adapted from Halpin and Croft and amended by Hoy (2009), was utilized to assess teachers' perceptions of various dimensions of the school's organizational climate, providing insights into the prevailing atmosphere and interpersonal dynamics. Simultaneously, the Teachers' Job Commitment and Motivation Questionnaire (TJCMQ), developed by Rehman (2022), was employed to measure the levels of job commitment and motivation among the participating teachers. Both questionnaires were administered in their original format to ensure consistency. The distribution and collection process were carefully managed to maximize response rates and ensure participant anonymity and confidentiality. Ethical considerations, including informed consent, voluntary participation, and secure data storage, were addressed before data collection. The completed questionnaires were then collected and prepared for analysis.

## Data Analysis

The data collected through the OCDQ and TJCMQ were analyzed using IBM SPSS Statistics version 20. The initial stage involved cleaning and coding the raw data, with Likert scale responses assigned numerical values. Descriptive statistics, including means and standard deviations, were calculated to summarize the teachers' perceptions of organizational climate, motivation, and job commitment. To examine the strength and direction of linear relationships between organizational climate and teacher motivation and job commitment, Pearson's correlation analysis was

conducted. Additionally, Chi-square tests were employed to explore potential associations between variables.

### Results:

To determine the relationship between organizational climate and public secondary schools public secondary school teachers' motivation and teachers' job commitment.

The responses in Table 20 reflect a range of opinions on various aspects of working at the school. When asked about their satisfaction with working at the school, 42.9% of respondents strongly agree, while 32.1% disagree. Regarding teacher behavior, 62% agree that the behavior is not annoying, while 18% disagree. On the topic of teamwork, 58% feel there are too many requirements, while 16% disagree. Regarding personal involvement in school issues, 34.6% agree that they feel personally invested, while 21.5% strongly disagree. A strong sense of mutual support is noted, with 54% strongly agreeing that teachers help each other. Job commitment is high, with 36% strongly agreeing, while 15.1% disagree. However, a significant portion (36.1%) feels inadequately rewarded for their performance. The respect for colleagues' competence is mixed, with 44% disagreeing that respect is high. Teacher morale is seen as low, with 32% strongly disagreeing, and 31.9% disagreeing with being inspired by the head of the school.

Table 20

Teachers' Motivation and Teachers' Job Commitment of Public Secondary Schools

| Statement   | SA    | A     | N    | DA    | SDA   |
|---|-------|-------|------|-------|-------|
| I like working (serving) here in this school.                 | 42.9% | 7.1%  | 1.2% | 32.1% | 16.7% |
| The behaviors of teachers at this school are annoying.        | 18.0% | 62.0% | 0.0% | 16.0% | 4.0%  |
| Teachers have too many teamwork requirements.                 | 16.0% | 58.0% | 0.0% | 16.0% | 10.0% |
| I feel as if this school's problems are my own.               | 26.1% | 34.6% | 0.0% | 17.9% | 21.5% |
| Teachers help and support each other.                         | 54.0% | 8.0%  | 0.0% | 18.0% | 20.0% |
| I am committed to my job.                                     | 36.0% | 34.1% | 2.8% | 15.1% | 12.0% |
| I am appropriately rewarded for my performance.               | 16.0% | 17.9% | 0.0% | 29.9% | 36.1% |
| Teachers respect the personal competence of their colleagues. | 28.0% | 22.0% | 0.0% | 6.0%  | 44.0% |
| The morale of teachers is high.                               | 20.0% | 18.0% | 0.0% | 30.0% | 32.0% |
| I am inspired by the head of my school.                       | 18.1% | 21.9% | 0.0% | 28.1% | 31.9% |

### Public Secondary School Teachers' Motivation and Job Commitment

Table 21 indicates that teachers show moderate agreement with liking their current job (Mean = 2.7253, SD = 1.64420) and perceive their workload as reasonable (Mean = 3.6173, SD = 1.53732). They also report relatively low stress levels at work (Mean = 3.5586, SD = 1.49898). Satisfaction with annual salary increases is fairly high (Mean = 3.8349, SD = 1.48944), and many express a willingness to continue their service at the same school long-term (Mean = 3.7701, SD = 1.43307). Teachers enjoy discussing their school with outsiders (Mean = 3.5787, SD = 1.51448) and feel socially recognized due to their job (Mean = 4.0895, SD = 1.32320). However, personal

identification with the school's problems is lower (Mean = 2.7407, SD = 1.53700), and many feel that leaving the job would not be difficult (Mean = 2.4352, SD = 1.45583), nor would it greatly disrupt their lives (Mean = 2.4383, SD = 1.48227). Agreement with the idea of staying in one school for a full career is also low (Mean = 2.6867, SD = 1.53949), and self-reported job commitment is weak (Mean = 2.3318, SD = 1.40306). There is a moderate desire to change jobs (Mean = 2.3843, SD = 1.49978) or transfer to another school at the same post (Mean = 3.0417, SD = 1.60075), though the latter was statistically non-significant ( $P = 0.136$ ). Enthusiasm and energy for work were rated low (Mean = 2.1620, SD = 1.36414), while the school was seen as challenging in terms of goals (Mean = 3.1173, SD = 1.63382). Teachers reported receiving encouragement and recognition (Mean = 3.6991, SD = 1.41001) and felt appropriately rewarded (Mean = 3.5216, SD = 1.51535). Inspiration from the school head was moderate (Mean = 3.3395, SD = 1.54545), while clarity about the head's expectations was slightly low (Mean = 2.6929, SD = 1.55073). The belief that teachers perform their duties with vigor and pleasure was moderately strong (Mean = 3.4846, SD = 1.55171), and the tendency to contact parents for student betterment was moderate but not statistically significant (Mean = 3.0417, SD = 1.56264,  $P = 0.136$ ). Most findings were statistically significant ( $P = 0.001$ ), indicating meaningful differences in perceptions.

Table 21

Teachers' Motivation and Job Commitment in Public Secondary Schools

| Statement   | Mean   | SD      | Chi-square           | P-value |
|---|--------|---------|----------------------|---------|
| I like working (serving) here in this school  | 2.7253 | 1.64420 | 388.975              | 0.001   |
| The amount of work that I am expected to do is reasonable.                                    | 3.6173 | 1.53732 | 116.444b             | 0.001   |
| At work, I do not feel too much tension or stress.  | 3.5586 | 1.49898 | 83.086 <sup>b</sup>  | 0.001   |
| I am satisfied with the annual increase in my salary.   | 3.8349 | 1.48944 | 231.568 <sup>b</sup> | 0.001   |
| I would be very happy to serve the rest of my life in this school.                            | 3.7701 | 1.43307 | 168.975 <sup>b</sup> | 0.001   |
| I enjoy discussing my school with people outside the school.                                  | 3.5787 | 1.51448 | 92.062 <sup>b</sup>  | 0.001   |
| I have appropriate social recognition because of my job in this institution.                  | 4.0895 | 1.32320 | 363.642 <sup>b</sup> | 0.001   |
| I feel as if this school's problems are my own.   | 2.7407 | 1.53700 | 40.358 <sup>b</sup>  | 0.001   |
| It would be very hard for me to leave my job right now, even if I wanted to                   | 2.4352 | 1.45583 | 109.086 <sup>b</sup> | 0.001   |
| Too much of my life would be disrupted if I decided to leave my job at this school right now. | 2.4383 | 1.48227 | 108.519 <sup>b</sup> | 0.001   |
| Things are better when people stay with one school for most of their career/job.              | 2.6867 | 1.53949 | 165.873 <sup>a</sup> | 0.001   |
| I am committed to my job  | 2.3318 | 1.40306 | 271.306 <sup>a</sup> | 0.001   |
| I would like to change my job   | 2.3843 | 1.49978 | 108.111 <sup>b</sup> | 0.001   |

|  |        |         |                      |       |
|--|--------|---------|----------------------|-------|
| I would like to transfer to another school in the same position.       | 3.0417 | 1.60075 | 5.543 <sup>b</sup>   | 0.136 |
| I am energetic and enthusiastic about my work in this school           | 2.1620 | 1.36414 | 203.272 <sup>b</sup> | 0.001 |
| This school challenges me to strive for ambitious objectives.          | 3.1173 | 1.63382 | 217.679 <sup>a</sup> | 0.001 |
| I receive a great deal of encouragement and recognition at this school | 3.6991 | 1.41001 | 266.707 <sup>a</sup> | 0.001 |
| I am appropriately rewarded for my performance.                        | 3.5216 | 1.51535 | 72.148 <sup>b</sup>  | 0.001 |
| I am inspired by the head of my school.                                | 3.3395 | 1.54545 | 29.938 <sup>b</sup>  | 0.001 |
| I clearly understand what my head expects of me.                       | 2.6929 | 1.55073 | 47.444 <sup>b</sup>  | 0.001 |
| The teachers accomplish their work with vim, vigor, and pleasure.      | 3.4846 | 1.55171 | 212.926 <sup>a</sup> | 0.001 |
| For the betterment of students, I contact their parents.               | 3.0417 | 1.56264 | 5.543 <sup>b</sup>   | 0.136 |

**Hypothesis:** No significant relationship between organizational climate and public secondary school teachers' motivation and the teachers' job commitment.

**H<sub>0</sub>:** Organizational climate has no significant positive effect on public secondary school teachers' motivation and job commitment.

**H<sub>1</sub>:** Organizational climate has a positive and significant effect on public secondary school teachers' motivation and job commitment.

#### **Pearson Correlation among Organizational Climate and public secondary school teachers' motivation and job performance**

The Pearson correlation analysis in Table 22 reveals a very strong positive and statistically significant relationship between organizational climate and job performance of public secondary school teachers ( $r = .993$ ,  $p = .000$ ), indicating that improvements in the school's climate are closely associated with enhanced teacher performance. A moderate positive and significant correlation is also observed between organizational climate and teachers' job motivation ( $r = .322$ ,  $p = .023$ ), suggesting that a supportive and well-structured environment contributes to motivating teachers. Similarly, a moderately significant relationship exists between job performance and motivation ( $r = .318$ ,  $p = .024$ ), highlighting that motivated teachers tend to perform better. As per the hypothesis, the results support the assumption that organizational climate significantly influences both the motivation and job performance of public secondary school teachers.

Table 22

Pearson Correlation Coefficients for Organizational Climate, Job Performance, and Teacher Motivation

| Variables              | Organizational Climate | Job Performance      | Job Motivation     |
|------------------------|------------------------|----------------------|--------------------|
| Organizational Climate | 1                      | .993** ( $p=0.000$ ) | .322* ( $p=.023$ ) |

|                 |                  |                |                |
|-----------------|------------------|----------------|----------------|
| Job Performance | .993** (p=0.000) | 1              | .318* (p=.024) |
| Job Motivation  | .322* (p=.023)   | .318* (p=.024) | 1              |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

## 5. Discussion:

This study aimed to analyze teacher motivation and job commitment in Quetta's public secondary schools, investigating the impact of organizational climate. Findings revealed a significant relationship, with school heads' perceptions indicating a strained work environment. They noted problematic teacher behaviors, excessive teamwork, and insufficient student support, all negatively impacting teacher motivation and commitment (Asthana, 2025; Agyapong et al., 2022; Brinkley, 2024; Sokal et al., 2020). Challenges to collegiality, including divergent views on colleague friendships and perceived lack of respect, further undermined teacher satisfaction and collaborative efficacy (Voss et al., 2023). To address these issues, interventions should prioritize fostering autonomy, competence, and relatedness, as emphasized by self-determination theory (Ryan & Deci, 2020), alongside providing robust administrative support (Mhlongo et al., 2023; Soklaridis et al., 2020).

Survey responses from school heads also highlighted the detrimental effects of autocratic management, lack of principal support, and administrative burdens on teacher engagement and commitment (Katsantonis, 2020; Rajendran et al., 2020; Schwanenberger et al., 2021; Xu et al., 2022). Teacher satisfaction and morale were significantly influenced by their perceptions of the work environment, with strong collegiality enhancing motivation. However, excessive teamwork demands and perceived inadequate rewards, exacerbated by Balochistan's socio-economic context, posed challenges to job commitment (Elmosaad, 2024; Julius et al., 2024; Muliati et al., 2022; Sharmin, 2024; Wilson Heenan et al., 2023).

This study underscores the critical role of a positive organizational climate, characterized by supportive leadership, transparent communication, and professional development opportunities, in enhancing teacher well-being and commitment (Banwo et al., 2022; Hoque et al., 2023; Jianchun, 2024; Lewis et al., 2020; Powell et al., 2021; Xia et al., 2024). Future research should delve into the specific mechanisms through which organizational climate influences these outcomes and evaluate the effectiveness of targeted interventions to improve the school environment.

## Recommendation:

To foster enhanced teacher motivation and job commitment, and consequently improve the educational landscape of public secondary schools in Quetta, Balochistan, it is recommended that educational stakeholders prioritize the development and implementation of targeted interventions aimed at cultivating a positive organizational climate. This includes investing in leadership training that emphasizes supportive and collaborative practices, fostering opportunities for collegial interaction and professional development, ensuring equitable distribution of resources and workload, and establishing transparent mechanisms for recognizing and valuing teachers' contributions. By strategically addressing these key aspects of the school environment, policymakers and administrators can create a more conducive and motivating professional setting for teachers, ultimately leading to improved teacher retention and enhanced educational outcomes for students.

## Conclusion:



This study demonstrated a significant relationship between organizational climate and teacher motivation and job commitment in public secondary schools in Quetta, Balochistan, highlighting the crucial role of a positive school environment in shaping teacher outcomes. Supportive leadership, strong collegiality, and adequate resources significantly enhanced motivation and commitment, while autocratic management and perceived inequities had negative impacts. Teachers' varied perceptions, including reasonable workloads but low job commitment, underscore the complex influence of school climate. To improve teacher retention and effectiveness, educational stakeholders should prioritize transformational leadership, administrative support, and collaboration, creating conducive working environments that ultimately enhance student outcomes. Future research should delve into the mechanisms through which organizational climate impacts teachers and evaluate targeted interventions to refine school environments.

## References

- Agyapong, B., Obuobi-Donkor, G., Burbach, L., & Wei, Y. (2022). Stress, burnout, anxiety, and depression among teachers: A scoping review. *International Journal of Environmental Research and Public Health*, 19(17), 10706. <https://doi.org/10.3390/ijerph191710706>
- Ali, W., Ullah, H., & Ayaz, M. (2022). Impact of school climate on teachers' workplace organizational deviant behavior at high and higher secondary school levels. *Journal of Social Sciences Review*, 2(3), 1-14. <https://doi.org/10.54183/v2i3.37>
- Asthana, K. (2025). The relationship between job demands and burnout across professions. *The International Journal of Indian Psychology*, 13(1). 10.25215/1301.042
- Banwo, A. O., Onokala, U., & Momoh, B. (2022). Organizational climate–institutional environment nexus: Why context matters. *Journal of Global Entrepreneurship Research*, 12, 357–369. <https://doi.org/10.1007/s40497-022-00330-4>
- Brinkley, J. (2024). The impact of wellness programs on teacher stress and coping (Publication No. 2060) [Master's thesis, California State University, San Bernardino]. CSUSB ScholarWorks.
- Bukhari, S. A. (2021). Sample size determination using the Krejcie and Morgan table. 10.13140/RG.2.2.11445.19687.
- Choristine, S., Russo, S., Fitzmorris, R., Beninato, P., & Rivolta, G. (2022). The importance of student-teacher relationships. *Classroom Practice in 2022*. <https://ecampusontario.pressbooks.pub/educ5202/chapter/the-importance-of-student-teacher-relationships/>
- Elmosaad, Y. (2024). Teachers' perceptions of their influence on student practices to enhance the school environment: A cross-sectional study in governmental general education schools in Al-Ahsa Province, Kingdom of Saudi Arabia. *Cureus*. <https://doi.org/10.7759/cureus.51702>
- Gbesoevi, E. S., Salami, F. F., Akinlade, P. A., Oluwatunbi, E. A., & Ola, B. A. (2023). School climate and productivity of teachers in public senior secondary schools, Ogun West Senatorial District, Nigeria. *Journal of Research policy and practice of teachers and teacher education*, 13(2), 122–130.
- Hoque, K. E., Wang, X., Qi, Y., & Norzan, N. (2023). The factors associated with teachers' job satisfaction and their impacts on students' achievement: A review (2010–2021). *Humanities and Social Sciences Communications*, 10, 177. <https://doi.org/10.1057/s41599-023-01645-7>
- Iqbal, M., Syaifuddin, & Sofiyan. (2023). Organizational climate impact on quality education with teacher performance as intervening variables (Case study in high school and Sabang City Smk Aceh Province). *International Journal of Profess. Bus. Review*. Miami, 8(9), 01–13.

- Jianchun, Y. (2024). Enhancing employee job satisfaction through organizational climate and employee happiness at work: a mediated–moderated model. *BMC Psychology*, 12, 744. <https://doi.org/10.1186/s40359-024-02269-5>
- Jesevičiūtė-Ufartienė, L., Brusokaitė, G., & Widelska, U. (2020). Relationship between organizational silence and employee demographic characteristics: The case of Lithuanian teachers. *Engineering Management in Production and Services*, 12(3), 18–27.
- Julius, K., Rentsch, J. R., & Bernhold, Q. S. (2024). Barbaric bullies, tormented targets, and muddled managers: An expectancy violations theory framework for predicting managerial intervention to alleviate workplace bullying. *Western Journal of Communication*, 88(1), 147–169.
- Katsantonis, I. (2020). Factors associated with psychological well-being and stress: A cross-cultural perspective on psychological well-being and gender differences in a population of teachers. *Pedagogical Research*, 5(4), em0066.
- Kemni Ataindum, L. (2023). The influence of working conditions on teachers' job satisfaction in selected public primary schools in Mfoundi Division-Yaounde [Master's dissertation, The University of Yaounde].
- Kemer, M., & Polat, S. (2023). The relationship between secondary school teachers' perception of organizational justice and school climate. *Participatory Educational Research (PER)*, 9(3), 148–165.
- Lewis, C. C., Boyd, M. R., Walsh-Bailey, C., Lyon, A. R., Beidas, R., Mittman, B., Aarons, G. A., Weiner, B. J., & Chambers, D. A. (2020). A systematic review of empirical studies examining mechanisms of implementation in health. *Implementation Science*, 15, 21. <https://doi.org/10.1186/s13012-020-00983-3>
- Mhlongo, S., Mbatha, K., Ramatsetse, B., & Dlamini, R. (2023). Challenges, opportunities, and prospects of adopting and using smart digital technologies in learning environments: An iterative review. *Heliyon*, 9(6), e16348. <https://doi.org/10.1016/j.heliyon.2023.e16348>
- Muliati, L., Asbari, M., Nadeak, M., Novitasari, D., & Purwanto, A. (2022). Elementary school teachers' performance: How does the role of transformational leadership, competency, and self-efficacy? *International Journal of Social and Management Studies*, 3, 158–166.
- Nachshoni, A. (2024). The impact of principal on teacher motivation in secondary schools. *Journal of Advances in Information and Graphics*, 4(1), 79. <https://doi.org/10.60087/jaigs.v4i1.79>
- Okorji, P., & Ebelechukwu, N. F. (2023). Organizational culture in schools as correlates of teachers' job satisfaction in public secondary schools in Abia State. *International Journal of Advanced Academic Research*, 9(6), 348.
- Oredein, A. O., & Bello, E. O. (2022). School climate and organisational commitment among secondary school teachers for sustainable development in Oyo State, Nigeria. *Advances in Social Sciences Research Journal*, 9(8), 82–100.
- Powell, B. J., Mettert, K. D., Dorsey, C. N., Weiner, B. J., Stanick, C. F., Lengnick-Hall, R., Ehrhart, M. G., Aarons, G. A., Barwick, M. A., Damschroder, L. J., & Lewis, C. C. (2021). Measures of organizational culture, organizational climate, and implementation climate in behavioral health: A systematic review. *Implementation Research and Practice*, 2, 26334895211018862. <https://doi.org/10.1177/26334895211018862>
- Punia, P., & Bala, M. (2023). The impact of organizational climate on teacher enthusiasm: A two-staged structural equation modelling–artificial neural network approach. *Open Education Studies*, 5, 20220195. <https://doi.org/10.1515/edu-2022-0195>
- Rajendran, N., Watt, H. M., & Richardson, P. W. (2020). Teacher burnout and turnover intent. *The Australian Educational Researcher*, 47(3), 477–500.

- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Schwanenberger, M., Dereshiwsy, M., & Sujo-Montes, L. (2021). Administrative perceptions regarding supervision of online teaching and learning. *Education Sciences*, 11(11), 674–689. <https://doi.org/10.3390/educsci11110674>
- Shah, N. H., Shaheen, I., & Abbas, A. (2022). Effect of organizational climate on self-efficacy of teachers at secondary school level in Azad Jammu and Kashmir. *Journal of Social Sciences Advancement*, 3(4), 212–217. <https://doi.org/10.52223/JSSA22-030403-49>
- Sharmin, T. (2024). Optimizing teachers' continuing professional development through peer observation: A critical analysis for implementation in a government college, Dhaka. *Journal of Creative Writing*, 8(1), 1–17. <https://doi.org/10.70771/jocw.v8i1.84>
- Sokal, L. J., Eblie Trudel, L., & Babb, J. C. (2020). Supporting teachers in times of change: The Job Demands-Resources Model and teacher burnout during the COVID-19 Pandemic. *International Journal of Contemporary Education*, 3(2), 67–74.
- Soklaridis, S., Lin, E., Lalani, Y., Rodak, T., & Sockalingam, S. (2020). Mental health interventions and supports during COVID-19 and other medical pandemics: A rapid systematic review of the evidence. *General Hospital Psychiatry*, 66, 133–146. <https://doi.org/10.1016/j.genhosppsych.2020.08.007>
- Sunarni, S., & Sultoni, S. (2023). Unveiling the influence of servant leadership on teacher job satisfaction: A study on the mediating effects of work motivation, organizational culture, and organizational climate. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 9(2), 605–617. <https://doi.org/10.33394/jk.v9i2.7817>
- Uygur, M., & İpek, C. (2023). Examining the relationship between organizational climate and leadership in educational institutions. *Anatolian Journal of Educational Leadership and Instruction*, 11(2), 402–421.
- Voss, T., Klusmann, U., Bönke, N., Richter, D., & Kunter, M. (2023). Teachers' emotional exhaustion and teaching enthusiasm before versus during the COVID-19 pandemic. *Zeitschrift für Psychologie*, 31(2), 103–114. <https://doi.org/10.1027/2151-2604/a000520>
- Wilson Heenan, I., De Paor, D., Lafferty, N., & Mannix McNamara, P. (2023). The impact of transformational school leadership on school staff and school culture in primary schools—A systematic review of international literature. *Societies*, 13(6), 133. <https://doi.org/10.3390/soc13060133>
- Xia, W., Fan, Y., Bai, J., Zhang, Q., & Wen, Y. (2024). The relationship between organizational climate and job satisfaction of kindergarten teachers: A chain mediation model of occupational stress and emotional labor. *Frontiers in Psychology*, 15, 1373892. <https://doi.org/10.3389/fpsyg.2024.1373892>
- Xu, G., Zeng, J., Wang, H., Qian, C., & Gu, X. (2022). How transformational leadership motivates employee involvement: The roles of psychological safety and traditionality. *Sage Open*, 12(1), 1–10.