



INFLUENCE OF ORGANIZATIONAL CLIMATE ON TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS OF BIRBHUM DISTRICT IN WEST BENGAL

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RESEARCH ARTICLE



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Abstract

The present study examined the influence of organizational climate on teacher effectiveness among secondary school teachers in Birbhum district of West Bengal. Using a descriptive survey design, data were collected using simple random technique from a sample of 400 teachers working in government and private secondary schools during the 2024–25 academic session. The Organizational Climate Scale for Teachers (OCST–SV) and the Teacher Effectiveness Scale (TES–KU) were used to measure the study variables. Based on organizational climate scores, teachers were categorized into good, average, and poor climate groups. Differences in teacher effectiveness across these groups were analysed using independent-samples *t* tests.

The results revealed that teachers working in schools with a favourable organizational climate demonstrated significantly higher levels of effectiveness than those in schools with average or poor climates. All pairwise comparisons among the three climate groups were found to be statistically significant, indicating a clear and consistent relationship between organizational climate and teacher effectiveness. The findings indicated the importance of supportive leadership, clear organizational structures, and positive interpersonal relations in enhancing teachers' instructional performance. The study highlighted the necessity for school leaders and educational administrators to prioritize the development of positive organizational climates as a practical approach to improving teaching quality at the secondary level.

Keywords: *Organizational Climate, Teacher Effectiveness, Secondary School Teachers*

Introduction

Organizational climate refers to teachers' shared perceptions of leadership practices, organizational structures, interpersonal relationships, and the overall working environment of schools. A positive organizational climate – characterized by supportive leadership, role clarity, and collegial collaboration – has been associated with improved teacher motivation and instructional performance (Özgenel, 2020).

Recent studies have demonstrated that organizational climate influences teacher effectiveness through psychosocial mechanisms such as teaching efficacy, organizational citizenship behaviour, and reduced occupational stress (Sun et al., 2024; Zhang et al., 2024; Xia et al., 2024). These findings indicate that school climate plays an active role in shaping teachers' professional behaviour rather than serving merely as a background condition.

Despite growing international evidence, district-level empirical studies on organizational climate and teacher effectiveness in the Indian secondary school context remain limited. Many existing studies are confined to specific school systems or restricted geographical settings, limiting their generalizability (Periasamy & Prabhu, 2021; Rana & Kumar, 2023). Given variations in leadership practices and administrative structures across districts, localized investigations using standardized instruments are necessary. In the Indian secondary school context, variations in school management practices and administrative autonomy further influence how organizational climate is experienced by teachers.

The present study examines differences in teacher effectiveness across schools categorized by good, average, and poor organizational climates in Birbhum district of West Bengal. Using validated tools and probability sampling, the study seeks to generate contextually relevant evidence to inform school leadership practices and district-level educational planning.

Significance of the Study

Organizational climate has been widely recognized as an important determinant of teachers' professional behaviour, motivation, and instructional effectiveness. International studies have consistently reported that a positive school climate contributes to

higher levels of teacher effectiveness, organizational citizenship behaviour, and instructional innovation, often through psychosocial mechanisms such as teaching efficacy and reduced occupational stress (Özgenel, 2020; Sun et al., 2024; Zhang et al., 2024; Xia et al., 2024). These findings underscore the importance of leadership practices, collegial relationships, and organizational support in shaping teachers' performance.

Despite this growing body of international evidence, empirical research on organizational climate and teacher effectiveness within the Indian secondary school context remains limited, particularly at the district level. Many existing Indian studies are confined to specific school systems or limited geographical areas, which restricts the generalizability of their findings (Periasamy & Prabhu, 2021; Rana & Kumar, 2023). Given the diversity of administrative structures, leadership styles, and resource availability across districts, locally grounded studies using standardized instruments are essential for producing contextually relevant evidence.

The present study addresses this research gap by examining the influence of organizational climate on teacher effectiveness among secondary school teachers in Birbhum district, West Bengal, using probability sampling and validated tools. By generating district-specific empirical evidence, the study contributes to a deeper understanding of how variations in organizational climate are associated with differences in teacher effectiveness. The findings are expected to assist school leaders and policymakers in identifying practical and cost-effective strategies - such as leadership development, collaborative practices, and institutional support systems - to enhance teaching quality and strengthen secondary education at the district level.

Statement of the Problem

The problem for the present research work is stated as follows:

"Influence of Organizational Climate on Teacher Effectiveness of Secondary School Teachers of Birbhum District in West Bengal"

Operational Definitions of the terms used

➤ **Organizational Climate**

For this study, organizational climate refers to teachers' shared perceptions of the leadership, structure, interpersonal relations, and overall environment of their schools, as measured by the *Organizational Climate Scale for Teachers (OCST-SV)* developed by Venita Singh. Scores on the scale were used to classify schools into three categories of climate: good, average, and poor.

➤ **Teacher Effectiveness**

Teacher effectiveness denotes the degree to which teachers demonstrate competence in planning, classroom management, subject-matter knowledge, teacher characteristics, and interpersonal relationships, as assessed by the *Teacher Effectiveness Scale (TES-KU)* developed by Umme Kulsum. The composite TES scores served as the dependent variable in this study.

➤ **Secondary School Teachers**

In this study, secondary school teachers include individuals teaching in government and private secondary schools in Birbhum district, West Bengal, at classes IX–X. Teachers from primary, higher secondary, special schools, and private coaching institutions were excluded.

Objectives of the Study

1. To study the difference in Teacher Effectiveness of Secondary School Teachers with good Organizational Climate and average Organizational Climate.
2. To study the difference in Teacher Effectiveness of Secondary School Teachers with good Organizational Climate and poor Organizational Climate.
3. To study the difference in Teacher Effectiveness of Secondary School Teachers with average Organizational Climate and poor Organizational Climate.

Hypothesis of the Study

H₀₁ There is no significant mean difference in teacher effectiveness of secondary school teachers with good and average organizational climate.

H₀₂ There is no significant mean difference in teacher effectiveness of secondary school teachers with good and poor organizational climate.

H₀₃ There is no significant mean difference in teacher effectiveness of secondary school teachers with average and poor organizational climate.

Method: A descriptive survey design was used to examine differences in teacher effectiveness across organizational climate groups (good, average, poor).

Delimitations: The study was deliberately delimited in scope to enable focused, reliable measurement and district-relevant inference. Specifically, data was collected only from secondary school teachers working in government and private schools within Birbhum district of West Bengal.

Population: The population included government and private secondary school teachers in Birbhum district, West Bengal.

Sampling: A simple random sampling technique was used to select schools and teachers. The final sample comprised 400 secondary school teachers from government and private schools of Birbhum district.

Variables: In this study, the independent variable was *organizational climate*, as measured by the Organizational Climate Scale for Teachers (OCST–SV). Based on the scale scores, schools were categorized into three levels of climate: *good*, *average*, and *poor*.

The dependent variable was *teacher effectiveness*, assessed using the Teacher Effectiveness Scale (TES–KU). The scale provides a composite score that reflects multiple aspects of effectiveness, including preparation and planning, classroom management, subject-matter knowledge, teacher characteristics, and interpersonal relationships.

No additional control variables were included, as the focus was to compare teacher effectiveness across different organizational-climate categories. The study is therefore delimited to testing direct relationships between organizational climate and teacher effectiveness without incorporating background or demographic covariates.

Tools Used: The tools used for the study were as follows –

1. Organizational Climate Scale for Teachers (OCST–SV) English - Venita Singh.

This scale consisting 66 Items divided into four Dimensions—I. Leadership, II. Organizational Structure and Design, III. Interpersonal Relations Co-working relations, IV. Member Quality.

2. Teacher Effectiveness Scale (TES–KU) English - Umme Kulsum.

This scale consists 60 items divided into five areas— I. preparation and planning for teaching, II. classroom management, III. knowledge of subject matter, IV. teacher characteristics, and V. interpersonal relations. It was administered on secondary school teachers.

Statistical techniques used: To test hypotheses H_{01} - H_{03} , pairwise independent-samples *t*-tests were conducted across Organizational Climate categories. Prior to hypothesis testing, Teacher Effectiveness Scale scores within each category were summarized using descriptive statistics, specifically the mean and standard deviation. For each comparison, the standard error of difference (SED), *t* test, and degrees of freedom (*df*) were documented.

Analysis and Interpretation of the Data

H_{01} There is no significant mean difference in teacher effectiveness of secondary school teachers with good and average organizational climate.

Table-1: Teacher effectiveness of secondary school teachers with good and average organizational climate

Category	N	Mean	SD	SED	t-test Value	Degrees of freedom (df)	Significance Level	Interpretation
Good	101	422.78	13.88	1.7	18.22	295	0.05=1.97	H_{01} Rejected
Average	196	391.8	13.84				0.01=2.59	

Interpretation: Results presented in Table 1 show that the obtained ‘t’ value i.e.18.22 is more than the table value with df - 295 at both .05 level i.e.1.97 and .01 level i.e. 2.59. It means secondary school teachers with good and average organizational climate differ significantly in their teacher effectiveness. Hence the Hypotheses H_{01} “There is no significant mean difference in teacher effectiveness of secondary school teachers with good and average organizational climate” is rejected.

Result: It has been found that there is significant mean difference in teacher effectiveness of secondary school teachers with good and average organizational climate.

H_{02} There is no significant mean difference in teacher effectiveness of secondary school teachers with good and poor organizational climate.

Table-2: Teacher effectiveness of secondary school teachers with good and poor organizational climate

Category	N	Mean	SD	SED	t-test Value	Degrees of freedom (df)	Significance Level	Interpretation
Good	101	422.78	13.88	1.88	33.04	202	0.05=1.97	H_{02} Rejected
Poor	103	360.65	13.02				0.01=2.59	

Interpretation: Results presented in Table 2 indicate that the obtained ‘t’ value i.e.33.04 is more than the table value with df - 202 at both .05 level i.e.1.97 and .01 level i.e. 2.60. It means secondary school teachers with good and poor organizational climate

differ significantly in their teacher effectiveness. Hence the Hypotheses H₀₂ “There is no significant mean difference in teacher effectiveness of secondary school teachers with good and poor organizational climate” is rejected.

Result: It has been found that there is significant mean difference in teacher effectiveness of secondary school teachers with good and poor organizational climate.

H₀₃ There is no significant mean difference in teacher effectiveness of secondary school teachers with average and poor organizational climate.

Table-3: Teacher effectiveness of secondary school teachers with average and poor organizational climate

Category	N	Mean	SD	SED	t-test Value	Degrees of freedom (df)	Significance Level	Interpretation
Average	196	391.8	13.84	1.61	19.34	297	0.05=1.97	H ₀₃ Rejected
Poor	103	360.65	13.02				0.01=2.59	

Interpretation: From Table 3, it is evident that the obtained ‘t’ value i.e.19.34 is more than the table value with df - 297 at both .05 level i.e.1.97 and .01 level i.e. 2.59. It means secondary school teachers with average and poor organizational climate differ significantly in their teacher effectiveness. Hence the Hypotheses H₀₃ “There is no significant mean difference in teacher effectiveness of secondary school teachers with average and poor organizational climate” is rejected.

Result: It has been found that there is significant mean difference in teacher effectiveness of secondary school teachers with average and poor organizational climate.

Findings

1. Secondary school teachers working in institutions with a good organizational climate were found to have significantly higher levels of teacher effectiveness compared to those working in schools with an average organizational climate. This indicates that a supportive and well-structured school environment contributes positively to teachers’ professional performance.
2. A statistically significant difference in teacher effectiveness was also observed between teachers working in schools with good organizational climate and those in schools characterized by a poor organizational climate. Teachers in favourable organizational settings demonstrated superior effectiveness across instructional, managerial, and interpersonal dimensions.
3. The findings further reveal that teachers employed in schools with an average organizational climate exhibited significantly higher effectiveness than teachers working in schools with a poor organizational climate, suggesting that even moderate improvements in school climate can yield meaningful gains in teacher performance.
4. Overall, the results indicate a progressive increase in teacher effectiveness corresponding to improvements in organizational climate, moving from poor to average and from average to good. This pattern underscores the critical role of organizational climate as a determinant of teacher effectiveness at the secondary school level.

Discussion

The present study’s results are consistent with international findings that link positive organizational climate with enhanced teacher outcomes. Sun et al. (2024) showed that school climate influences teachers’ organizational citizenship behaviours through the mediating role of teaching efficacy, while Zhang et al. (2024) and Xia et al. (2024) highlighted teaching efficacy and occupational stress as key mechanisms in this relationship. The very large effect sizes observed in this study suggest that the impact of climate on teacher effectiveness in Birbhum is not only statistically significant but also educationally meaningful.

In practical terms, schools with good organizational climates likely provide teachers with clear role expectations, supportive leadership, and collegial collaboration, which translate into better preparation, stronger classroom management, and improved instructional strategies. Conversely, poor climates may foster stress, ambiguity, and isolation, which hinder teacher performance.

For school leaders and district administrators, the results highlight actionable strategies: leadership development programs, structured peer collaboration, and transparent organizational practices can enhance school climate at relatively low cost. Policymakers should consider integrating climate-improvement initiatives into teacher development and retention policies, particularly in districts with diverse school management structures.

At the same time, limitations should be acknowledged. The reliance on self-report instruments introduces potential biases, and the cross-sectional design prevents causal inference. Future research should employ longitudinal or quasi-experimental designs to examine whether deliberate climate interventions lead to measurable gains in teacher effectiveness and student achievement. Multi-district and national-level studies are also needed to establish generalizability.

Overall, this study reinforces organizational climate as a powerful lever for improving teaching quality. By investing in supportive leadership, collegiality, and structural clarity, education systems can create conditions in which teachers thrive, thereby strengthening the foundation for student success.

Conclusion

This study provides empirical evidence that organizational climate exerts a strong and statistically significant influence on the effectiveness of secondary school teachers in Birbhum district, West Bengal. Teachers working in schools with a favourable climate demonstrated substantially higher levels of effectiveness than those in schools with average or poor climates. The findings confirm that leadership practices, organizational structures, and collegial relationships are critical factors shaping teachers' instructional performance. The results also validate the utility of standardized tools such as the Organizational Climate Scale for Teachers (OCST–SV) and the Teacher Effectiveness Scale (TES–KU) for district-level educational research in India. While the study is limited by its cross-sectional design and single-district scope, it establishes a clear baseline for further longitudinal or intervention-based inquiries. Overall, the evidence underscores the need for educational leaders and policymakers to prioritize the development of supportive school climates to enhance teacher quality and, ultimately, student learning outcomes.

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