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## **An Empirical Analysis of the Relationship Between Organizational Climate, Teacher's Performance, and Student's Achievement**

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### **Abstract**

This study, conducted in public secondary schools of Quetta, Baluchistan, examined the relationships between organizational climate, teacher job performance, and student academic achievement. Employing a descriptive survey design with stratified random sampling, data were collected from 50 school administrators, 648 teachers, and 375 students using validated questionnaires. Statistical analyses, including Pearson's correlation, ANOVA, and regression, demonstrated a strong positive correlation ( $r = 0.986$ ,  $p < 0.01$ ) between organizational climate and teacher job performance and a moderate positive correlation ( $r = 0.319$ ,  $p = 0.024$ ) with student achievement. Regression analysis showed that organizational climate significantly predicted teacher job performance ( $F(1, 696) = 24757.519$ ,  $p < 0.001$ ) and student achievement ( $F(1, 48) = 5.453$ ,  $p = 0.024$ ). These findings suggest that strategic efforts to enhance school climate can yield significant improvements in teacher effectiveness and contribute to positive student outcomes, offering valuable insights for educational stakeholders in resource-constrained environments.

**Key Terms:** Organizational Climate, Teachers' Job Performance, Student Achievement, Descriptive Survey Design, Pearson's correlation.

### **Introduction**

Organizational climate, encompassing the emotional and physical environment of educational institutions, significantly influences the performance of teachers and students (Don et al., 2021). A conducive school environment, characterized by clear roles, accountability, rewards, teamwork, and flexibility, fosters teacher motivation, job satisfaction, and overall organizational performance (Abun et al., 2021). Previous research has highlighted the positive impact of a positive school climate on teacher motivation and student academic achievement (Nabella et al., 2022; Adigüze & Veysel, 2021).

Motivation, a crucial driver of goal-oriented behavior, plays a vital role in enhancing teacher performance and job satisfaction (Ma, 2022). Motivated teachers are more productive and satisfied, contributing to improved educational outcomes (Kamaruddin et al., 2023). Conversely, demotivation leads to poor



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service delivery and brain drain (Asiati, 2023).

Teacher job commitment, reflecting the strength of attachment to the teaching profession, is another critical factor influencing teacher performance (Zhang, 2022). Factors such as job security, promotion opportunities, and in-service training significantly impact job commitment (Bawalla & Omolawal, 2022).

Teacher performance, influenced by motivation, experience, and skills, directly impacts student academic achievement (Hattari & Ariyanto, 2023). Effective teaching pedagogies and positive teacher-student relationships enhance student learning motivation and academic success (Zhonggen Yu, 2022; Berkovich & Hassan, 2022).

### **Objectives**

To determine the relationship between organizational climate, teachers' job performance, and students' academic achievement in secondary schools of Quetta, Balochistan.

### **Research Questions**

What sort of relationship occurs between public secondary schools' organizational climate, teachers' job performance, and students' academic achievement in secondary schools of the district Quetta, Baluchistan?

### **Research Hypotheses**

H<sub>0</sub>: There is no positive significant relationship between organizational climate and its dimensions with public secondary school teachers' job performance and students' academic achievement in secondary schools.

H<sub>1</sub>: There is a positive significant relationship between organizational climate, public secondary school teachers' job performance, and students' academic achievement in secondary schools.

### **Literature Review**

The organizational climate in schools, reflecting the interactions between school environment and human resources, significantly impacts teacher attitudes and behaviors (Punia & Bala, 2023). Professional development opportunities for school leaders can enhance the quality of the organizational climate (Barnová et al., 2022).

Motivation, influenced by achievement, power, and affiliation needs, drives individuals toward goal accomplishment (Sunarni & Sul-toni, 2023). Teacher performance, a complex construct influenced by internal and external factors, is significantly impacted by motivation and organizational climate (Adriana et al., 2023).

Interpersonal relationships and supportive school administration enhance teacher motivation (Emurugat, 2023 et al., 2023; Lubis, 2024). Teacher dedication, motivation, and leadership are crucial for improving learning quality (Putra & Renaldo, 2020; Ngatno et al., 2022). Task and contextual performance are key aspects of teacher effectiveness (Bayrakçı et al., 2022). Addressing low salary, lack of autonomy, and insufficient recognition is essential for enhancing teacher job motivation and performance (Ashkani et al., 2024).

Student academic performance is influenced by various factors, including



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learning methodologies, family income, and teacher relationships (Arifin et al., 2024). Principals' leadership styles, including authoritarian and democratic approaches, impact teacher performance (Warmana et al., 2021).

### Methodology

This study employed a quantitative methodology to explore the interplay between organizational climate, teacher job performance, and student academic achievement in Quetta District, Baluchistan. Utilizing a descriptive survey design, data were collected from a stratified random sample of 50 public secondary schools, encompassing 648 teachers, 50 administrators, and 375 students. Data collection instruments included validated questionnaires, notably the Organizational Climate Description Questionnaire (OCDQ), Teachers' Job Performance Questionnaire (TJPQ), and BBISE matriculation examination results. Statistical analyses, comprising Pearson's  $r$  and regression, were conducted to evaluate the strength and predictive power of the relationships.

### Results

To examine the relationships between organizational climate, teacher job performance, and student academic achievement, a series of correlational analyses were conducted. The results of these analyses are presented below.

The correlation analysis reveals a strong positive relationship between organizational climate and teachers' job performance, with a Pearson correlation coefficient of 0.986 ( $p < 0.01$ ), indicating that an improved school climate is significantly associated with better teacher performance. Additionally, both organizational climate ( $r = 0.319$ ,  $p = 0.024$ ) and teachers' job performance ( $r = 0.318$ ,  $p = 0.024$ ) show a moderate positive correlation with students' academic achievement, suggesting that a better organizational environment and enhanced teacher performance contribute to improved student outcomes.

Table1: Correlation Analysis of Organizational Climate, Teacher Performance, and Student Academic Outcomes (Teacher N = 698, Students N = 3100, Schools = 50)

Variables	Organizational Climate	Teachers' Job Performance	Students' Academic Achievement
Organizational Climate	1.000	0.986 (p = 0.000)**	0.319 (p = 0.024)*
Teachers' Job Performance	0.986 (p = 0.000)**	1.000	0.318 (p = 0.024)*
Students' Academic Achievement	0.319 (p = 0.024)*	0.318 (p = 0.024)*	1.000

\*\* → Significant at the 0.01 level ( $p < 0.01$ )

\* → Significant at the 0.05 level ( $p < 0.05$ )

**Null Hypothesis (Ho):** There is no significant relationship between organizational climate, teachers' job performance, and students' academic achievement in public secondary schools.



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**Alternate Hypothesis (H<sub>1</sub>):** There is a significant positive relationship between organizational climate, teachers' job performance, and students' academic achievement in public secondary schools.

### Job performance

The ANOVA results (Table 2) revealed a highly significant F-value ( $F(1, 696) = 24757.519$ ,  $p < 0.001$ ), indicating that the regression model was statistically significant and that organizational climate significantly predicts teacher job performance.

Table 2: ANOVA for the Prediction of Job Performance by Organizational Climate.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1271.304	1	1271.304	24757.519	.000b
Residual	35.740	696	.051		
Total	1307.044	697			

The coefficients table (Table 3) showed that the unstandardized coefficient (B) for organizational climate was 0.981 ( $p < 0.001$ ), indicating a strong positive relationship. The constant was -0.052 ( $p = 0.015$ ). The standardized beta coefficient was 0.986.

Table 3: Coefficients for the Prediction of Job Performance by Organizational Climate

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.052	.021		-2.445	.015
Organizational Climate	.981	.006	.986	157.345	.000

Given that the p-value for the model and the coefficient for organizational climate are both less than 0.05, the null hypothesis (H<sub>0</sub>) was rejected, and the alternate hypothesis (H<sub>1</sub>) was accepted. This confirms that organizational climate has a significant positive impact on teacher job performance.

### Student Academic Achievement

The ANOVA and regression analysis indicate a significant relationship between organizational climate and the dependent variables. The F-value of 5.453 with a p-value of 0.024 suggests that the regression model is statistically significant. The unstandardized coefficient for organizational climate is 1.422, and the standardized beta coefficient is 0.319, indicating a moderate positive relationship. The t-value for organizational climate is 2.335, with a p-value of 0.024, confirming its significance. Given that the p-value for the model and the coefficient is less than 0.05, we **reject the null hypothesis** and **accept the alternative hypothesis**, concluding that organizational climate has a significant positive effect on the dependent variables.

The ANOVA results (Table 4) revealed a statistically significant F-value ( $F(1, 48) = 5.453$ ,  $p = 0.024$ ), indicating that the regression model was significant and that organizational climate significantly predicts student academic achievement.



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Table 4: ANOVA for the Prediction of Student Academic Achievement by Organizational Climate

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	169.839	1	169.839	5.453	.024b
Residual	1495.021	48	31.146		
Total	1664.860	49			

The coefficients table (Table 5) showed that the unstandardized coefficient (B) for organizational climate was 1.422 ( $p = 0.024$ ), indicating a moderate positive relationship. The constant was 92.362 ( $p < 0.001$ ). The standardized beta coefficient was 0.319. The t-value for organizational climate was 2.335 ( $p = 0.024$ ).

Table 5: Coefficients for the Prediction of Student Academic Achievement by Organizational Climate

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
(Constant)	92.362	1.917		48.178
Organizational Climate	1.422	.609	.319	2.335

The correlation analysis revealed a strong positive relationship between organizational climate and teacher job performance ( $r = 0.986$ ,  $p < 0.01$ ) and a moderate positive correlation between organizational climate and student academic achievement ( $r = 0.319$ ,  $p = 0.024$ ).

ANOVA and regression analyses confirmed that organizational climate significantly predicts teacher job performance ( $F = 24757.519$ ,  $p < 0.001$ ) and student academic achievement ( $F = 5.453$ ,  $p = 0.024$ ). The null hypothesis was rejected, and the alternative hypothesis was accepted.

### Findings and Discussion

This study aimed to examine the relationships between organizational climate, teacher job performance, and student academic achievement in public secondary schools of Quetta, Balochistan. The findings, derived from correlational and regression analyses, provide compelling evidence for the significant role of organizational climate in shaping teacher job performance and, to a lesser extent, student academic achievement within this context. Given the remarkably strong correlation observed between organizational climate and teacher job performance, it is crucial to delve deeper into the specific dynamics at play within Quetta's public secondary schools. The following analysis will further elaborate on the dominant influence of organizational climate on teacher effectiveness and explore the mediated impact on student academic achievement.

### The Dominant Influence of Organizational Climate on Teacher Job Performance

The exceptionally strong positive correlation ( $r = 0.986$ ,  $p < 0.01$ ) between organizational climate and teacher job performance signifies a potent linear



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relationship. This robust association suggests that improvements in the school environment are directly and substantially linked to enhanced teacher effectiveness. The high F-statistic ( $F(1, 696) = 24757.519, p < 0.001$ ) and the large unstandardized regression coefficient ( $B = 0.981, p < 0.001$ ) further emphasize the predictive power of organizational climate concerning teacher job performance. The high R-squared value (.973) indicates that nearly all variance in teacher performance can be explained by organizational climate. This suggests a systemic effect where optimizing the school environment has a deep and direct impact on the teacher. This finding aligns with established organizational behavior theories that emphasize the critical role of a supportive work environment in fostering employee motivation and performance. However, the sheer strength of this correlation in the Quetta context suggests that localized factors, such as resource limitations or specific cultural dynamics, may amplify the impact of organizational climate on teacher effectiveness.

### **Organizational Climate and Student Academic Achievement: A Mediated Relationship**

While a significant positive correlation ( $r = 0.319, p = 0.024$ ) and regression result ( $F(1, 48) = 5.453, p = 0.024, B=1.422$ ) were observed between organizational climate and student academic achievement, the relationship was less pronounced compared to teacher performance. The lower R-squared value of .102 indicates that other factors likely play a more significant role in student achievement. This suggests that the impact of organizational climate on students is likely mediated by various factors such as pedagogical practices, parental involvement, and socioeconomic conditions. The findings contribute to the broader discourse on educational effectiveness by providing empirical evidence of the significant, albeit mediated, influence of school-level factors on student outcomes.

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The results of the study by Mahmood et al. (2024) demonstrated the relationship between strong implementation of overall school atmosphere and work satisfaction and levels of academic performance. Research indicates that higher student achievement is influenced by work satisfaction and a healthy school climate. This bolsters the idea that putting whole quality management methods into practice has a good effect on school performance, job satisfaction, and the general atmosphere of the school.

The findings of the study by Iqbal et al. (2023) indicate that the path's coefficient is 0.879. This demonstrates that the quality of instruction increases with the organizational climate in high schools. The path coefficient between the organization's climate and teacher performance is 0.845. This demonstrates that the better the organizational atmosphere in high schools, the better the performance of teachers

Performance, retention, and instructional effectiveness are all strongly impacted by teachers' job satisfaction. It has been shown that professional development



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and the organizational atmosphere in which teachers operate have the most effect on their job happiness. Therefore, to enhance the quality of instruction, schools should place a high priority on establishing a friendly workplace. (Ker et al., 2022).

Teacher performance is significantly impacted by organizational climate; the more positive the climate, the better the teacher's performance. Teacher performance is significantly impacted by accomplishment motivation; the more motivated a teacher is to achieve, the better their performance. At the same time, teacher performance is significantly impacted by organizational climate and accomplishment motivation; the better the organizational atmosphere and the greater the achievement motivation, the better the schools' and teachers' performance. According to the research, teacher performance is significantly impacted by organizational atmosphere and success incentives, both separately and together (Adriana et al., 2023).

### Conclusion

In conclusion, this study in Quetta, Balochistan, demonstrated a strong positive relationship between organizational climate and teacher job performance and a moderate positive relationship with student academic achievement. Positive school environments significantly predict teacher effectiveness, though student achievement is influenced by numerous factors. These findings emphasize the need for strategic efforts to enhance school climate through targeted professional development and collaborative initiatives. A holistic approach, addressing both in-school and out-of-school factors, is crucial for improving student outcomes. Future research should address limitations like cross-sectional design and sample size disparities and further investigate mediating factors influencing student achievement, particularly in resource-constrained settings like Quetta.

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