

The impact of school organizational climate on teachers' professional commitment in six schools under TashiYangtshi Dzongkhag

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ABSTRACT

The examination of organizational climate and professional commitment took into account various dimensions within each variable. Organizational climate encompassed four dimensions and professional commitment involved five dimensions. The study aimed to assess the influence of dependent variables, namely organizational climate on professional commitment. Measurement tools, as per Wayne K. Hoy et al. (2010), were employed, including 30 items for organizational climate (OC). Additionally, professional commitment was gauged using tools developed by Sarbjit Kaur Ranu, Ravinder Kaur, and Sarveet Kaur Brar (201), consisting of 45 items. The sample comprised 20 teachers from six schools, evenly distributed between male and female, working in schools under TashiYangtshi Dzongkhag. This study explores the correlation between organizational climate and professional commitment among primary school teachers. Utilizing the Organizational Climate Index (OCI) and the Professional Commitment Questionnaire (PCQ), the research identifies a significant link between the overall school climate and teacher commitment. Notably, professional teacher behavior emerges as a key predictor of commitment, emphasizing the crucial role of educators exhibiting professionalism. Additionally, the study underscores the impact of collegial leadership in fostering commitment. While achievement pressure indirectly affects commitment by shaping teacher behavior and encouraging supportive leadership, institutional vulnerability shows no direct impact. The findings underscore the necessity of cultivating a positive organizational climate, with a focus on professional conduct and collaborative leadership, to enhance primary school teachers' commitment. These insights offer guidance for administrators and policymakers in creating supportive

environments, ultimately benefiting education quality and students' well-being. The study advocates for ongoing research and initiatives to improve organizational climate, contributing to the overall advancement of the education system.

Key words: Organizational climate, professional commitment, leadership.

I. INTRODUCTION

The idea of organizational climate was first used in the 1940s, and it has been useful for describing the trends that affect both individual and workplace behaviour (Miskel, 1961). It is an expression of how a person feels about his working environment. As it measures a company's culture, organizational climate is also known as corporate climate. It significantly affects the organization's employees' levels of motivation, productivity, and job happiness.

An organization's policies, procedures, and measures that are connected to the employee experience are collectively referred to as the organizational climate (Tahir, 2020). The phrase shares many similarities with organizational culture, which refers to the meaning that is shared by the beliefs, presumptions, and values underlying how work is carried out and the social norms that govern behavior inside an organization.

Pool (2000) notes that the organizational climate is the character of the entire organization starting from employee behavior, the attitude of the administration, a routine practice that influences the behavior and attitude of the organization. Every firm wants to employ exceptionally dedicated people. Schools, colleges, and universities that provide education also need teachers who are dedicated to their careers and the welfare of the pupils.

In the dynamic landscape of education, understanding the intricate interplay between teacher dedication and the organizational climate of

schools is pivotal for fostering a conducive learning environment. This study endeavors to unravel the connections between teacher commitment and the school atmosphere, focusing on the Organizational Climate Questionnaire (OCQ) and its corresponding Organizational Climate Index (OCI). As underscored by Hoy and Tarter (1992), indicators of organizational commitment, such as openness and well-being, are crucial elements, prompting an exploration into the dimensions of the OCI within the context of schools.

While prior research has explored the relationship between leadership style, principal behavior, and teacher commitment, scant attention has been given to the specific dimensions encapsulated in the OCI. This research seeks to address this gap by delving into the four dimensions of the OCI, examining their independent and collective impact on teacher commitment. Notably, this study is unique in its application of the OCI instrument, specifically crafted with the Bhutanese context in mind, within the primary school setting of Tongmijangsa Gewog.

The escalating concern of teacher attrition, particularly in public primary schools, necessitates a nuanced examination of factors contributing to dissatisfaction and turnover. This research focuses on organizational climate as a primary variable influencing teacher commitment, dissecting its dimensions, including leadership quality, employee relations, commitment, satisfaction, and motivation.

Moreover, the study aims to illuminate the dimensions of professional commitment, exploring teachers' dedication to their profession, learners, society, individual excellence, and the human principal. Against the backdrop of a shifting educational paradigm, where the nature of teacher-student relationships and the broader school climate play pivotal roles, this research seeks to provide comprehensive insights.

Motivated by the observed increase in teacher attrition, stemming from issues such as dissatisfaction with management systems, frequent transfers, moral depression, and overwhelming responsibilities, this study aspires to contribute substantively to the discourse on teacher dedication. By unraveling the complexities of organizational climate and professional commitment, the research endeavors to offer actionable insights that can inform policies and practices, ultimately enhancing the quality of the educational experience for both teachers and students alike.

Background of the study

The ability and quality of the teachers have an impact on the quality of education. Any educational institution's heart is indeed its teachers. The effectiveness of a school in achieving its educational goals largely rests on the caliber of its faculty. A nation's educational standards can undoubtedly be raised by instructors with higher academic and professional qualifications, but this is dependent in large part on the culture of the organization and the standards of behavior that apply to those who identify with and practice a particular profession (Alias et al., 2019).). A professional code of ethics is a set of rules that outlines a set of accepted ethical norms and behavior expectations that all members of the teaching profession must uphold (Arogundade, &Olorunsola, 2012).). The work environment for teachers may be impacted by a number of factors. Because it significantly affects teachers' behavior, motivation, performance, work satisfaction, and devotion to their profession, organizational environment greatly affects how well employees perform (Dennis &Daimawan, 2015). Success in the workplace and in the professional world depends on professional commitment. It is "the sense of commitment among people to their professions (Bogler&Somech, 2004). Teachers give their all to their jobs and invest heavily in their professional development.

Organizational climate has been an important theme in educational management research for the past few decades due to its potential to affect a range of organizational and individual desired outcomes such as dedication, loyalty, intention to leave, and work satisfaction (Darling-Hammond, 2000).There is also a consensus that organizational climate is a management philosophy and a way of managing organizations to improve their overall effectiveness and performance (Ooi&Arumugam, 2006). It is presumed that organizational climate influences teachers' sense of engagement, identification and belonging (Smith, 2009). It would be reasonable to anticipate that these feelings would affect their commitment. The absence of research focus on the impact of organizational climate on teacher commitment in TongmijangsaGewog, however, exposes a huge research vacuum that necessitates additional study. Additionally, Brunei Darussalam has generally ignored the connections between the four components of organizational environment, namely collegial leadership, professional teacher behavior, achievement press, institutional vulnerability, and teacher commitment. As a result,

this study can add to the body of knowledge on organizational climate and teacher commitment and clarify existing ideas, assisting school managers in particular in better understanding the motivations of their staff.

Broad overview of the topic

This study aims to explore the relationship between teacher dedication and school atmosphere, focusing on the Teacher Commitment measure of the Organizational Climate Questionnaire (OCQ) and its four aspects as outlined in the Organizational Climate Index (OCI). Previous research by Hoy et al., (2002) suggests that openness and well-being, measured by the OCI, are indicators of organizational commitment. However, the OCI's four dimensions related to school climate have not been extensively studied in connection with teacher commitment.

The research question addresses whether the four dimensions of the OCI, both independently and collectively, correspond to teacher commitment. Previous studies have linked leadership style and principal behavior to teacher commitment, but research on the OCI is limited. This study was conducted in a primary school environment under TongmijangsaGewog, utilizing the OCI instrument designed with the Bhutanese context in mind.

The context of the study is set against the backdrop of Bhutan's education system, comprising approximately 545 primary schools with 2601 teachers. The issue of teacher attrition, particularly in public primary schools, has been a growing concern. The research focuses on organizational climate as a variable impacting teacher commitment and aims to address the rise in teacher attrition by studying five dimensions under organizational climate: leadership quality, employee relations, employee commitment, employee satisfaction, and employee motivation. Additionally, professional commitment was explored through dimensions such as commitment to professionals, learners, society, individual profession, achieving excellence, and the human principal.

The study was motivated by the observed increase in teacher attrition, with concerns about dissatisfaction with school management systems, frequent transfers, moral depression due to unfavorable school environments, and teachers leaving the profession due to overwhelming responsibilities. By delving into the organizational climate and professional commitment dimensions, the research seeks to provide insights into the

factors influencing teacher dedication and, subsequently, contribute to addressing the challenges faced by schools.

II. LITERATURE REVIEW

Organizational climate is simply the sum of people's psychological climates, which are their views of their working surroundings (James et.al., 2008). However, because it is reliant on employee opinions, it can be challenging to exactly define the culture of a business. However, it is undeniable that employee views toward their sense of belonging, interpersonal connections, and job performance are strongly influenced by the environment (Mullins, 2010).

Permarupan et.al (2013) conducted a study on 500 samples of academicians from public and private Malaysian universities using an organizational climate questionnaire. The study aimed to address the employee's needs and expectations from the employer in the aspect of organizational climate and commitment. The findings reveal that developing the right behavior may stipulate the right attitude as in organizational climate. Treating the organization with utmost respect ensures growth for both components indeed. The right organizational climate creates passion, and this is required to impact the commitment level to the organizational well-being. It is not an easy task for management and organization to design and adapt organizational climate effectively without the support and dedication of employees themselves. However, management and organization can plan and design the best-fit approach to remain valid to all involved parties, especially the employees. It is not just the monetary-based benefits of human capital today; other aspects motivate and enhance their job involvement and affective commitment such as opportunities at work.

As per the research result of James et.al (2008), organizations should develop better practices and policies of creative climate in striving towards organizational resilience. It is highly recommended that an organization is looking into the dynamic strategy of improving its resiliency by implementing the creative climate development that consists of ten dimensions: challenge, freedom, idea time, trust and openness, dynamism, playfulness, debates, conflicts, risk-taking, and idea support within the organization. Organizations need to support and encourage employees to transfer their creativity and translate it into work to be more excellent, specifically, the management should understand the ability for resilience. Thus,

organizational management should develop new creative climate policies that are geared towards greater organizational resilience.

Scott, Mafabi et al., (2015) examined the role of rewards in building employee engagement and motivation. The result reveals that reward has a positive influence on the engagement of employees. The study revealed that financial reward has an impact on motivation. However, the non-financial reward had more impact on employee motivation.

El-Kassar et al. (2011) stated that commitment is impacted by three organizational climates: rewards, warmth and support, and structure. Moreover, normative commitment is significantly related to three organizational climates: rewards, warmth, support, and expect approval. It was established that certain dimensions of the organizational climate have greater effects on workers' identification and commitment to their work environment and culture than others. The analysis identified which organizational climates affect differently the three types of commitment and the extent of the relationship.

Chaudhary et al (2013) looked at the potential of work engagement to drive business performance and to impact the bottom-line outcomes, findings of the present study imply that creating a climate of human resource development is a compelling intervention, which could provide a competitive advantage to the firm in terms of enhanced work engagement levels among employees. The study established the importance of social interaction climate for determining employee perception and attitudes, organizations should focus on improving the social climate of the organizations so that employees with negative or less positive perceptions of the development climate get the opportunity to interact with the employees having more positive perceptions of the development environment. Regular interaction with people having positive perceptions of the development climate of the organization is likely to induce more positive perceptions of the development climate among employees which in turn will show up in their elevated engagement levels.

According to Rozman et al (2019), on average, older employees are more susceptible to physical symptoms of burnout than younger employees in medium-sized organizations. The finding also reveals that it is appropriate to establishing a healthy working environment for older employees has a positive impact on the work engagement of older employees in medium-sized

organizations. Therefore, a positive and friendly organizational climate is very important for employees and their work engagement. From this point of view, we present work engagement and the benefits of work engagement for the organization.

Luqman et al (2020) study depicts that the effect of Organizational Climate on Job plays a crucial role in the performance of teachers. The work behavior of the teachers is improved through a supportive organizational climate. They found that the performance of the teachers improved by providing necessary resources and a supportive climate since the working conditions of the organization they require physically and psychologically is presented adequately. It also explains that the reward system and role clarity in the organization improve the performance of the teachers. It is believed that school is an organization and teachers working without any reward negatively influence the performance of teachers.

A study conducted by Shantz et al., (2013) showed that teacher freezing is highest in closed climate schools and lowest in autonomous climate schools. The study also revealed that the school climate had a very strong bearing on the effectiveness of teachers. Similarly, in her research study titled "Teacher Freezing among Secondary School Teachers in Relation to their Personality and Organizational Climate" Pool (2000) concluded that the organizational climate of secondary schools has a negative correlation with teacher freezing. She concluded that teacher freezing decreases with improvements in the school climate.

Researchquestion

The teacher is mentioned frequently in the four organizational climate index (OCI) subcategories. Given that teacher perceptions are key, it makes sense that there would be a connection between teacher dedication and the OCI.

1. What is the relation between teacher commitment and organizational climate?
2. What is the relationship between a teacher's commitment and professional behaviour?
3. Is there any relation between teacher commitment and student achievement?
4. Does dedication of the teacher impair the institutional vulnerability?
5. How do teacher commitment and all OCI indicators relate to one another?

Objectives of the study

The finding of this study informed how organizational climate could be improved in primary schools to attract more teachers to work in the same school for a longer period. This will also help the policy developer and the management team to create a conducive environment to attract the teachers and students to work.

This study focuses on the fulfilment of the following objectives;

1. To explore the types of organizational climate perceived by primary school teachers.
2. To investigate the differences in the organizational climate of teachers based on their qualifications teaching experience, gender, types of recruitment, and locality under Tongmijangsa cluster, TrashiYangtse Dzongkhag.
3. To examine the impact of organizational climate on the professional commitment of primary school teachers under Tongmijangsa cluster, TrashiYangtse Dzongkhag.

Significance of the research

This study aimed to investigate the correlation between school climate and teacher commitment, specifically examining the four dimensions of the Organizational Climate Index (OCI) in relation to teacher commitment measured by the Organizational Commitment Questionnaire (OCQ). While prior research highlighted the significance of openness and health in predicting organizational commitment, the study delves into whether all four OCI dimensions independently and collectively correlate with teacher commitment. Notably, the OCI instrument, established after earlier research, is employed in a primary school context. Building on Smith's (2009) study, this research expands the sample size and employs a condensed OCQ. The anticipated findings are expected to underscore the importance of school climate in fostering teachers' professional commitment, motivating educational administrators to recognize its significance. The study envisions providing insights for educational policy refinement, promoting effective relationships between organizational climate and teacher commitment. Additionally, it aims to guide school administrators in prioritizing areas for improvement and attracting teachers by enhancing the school's resources and community support. The study seeks to offer administrative solutions to organizational challenges, facilitating the development of a robust organizational climate that supports teachers and staff in achieving common

goals. Finally, the study aspires to motivate the ministry to plan for school principals who encourage teacher retention, thereby addressing teacher shortages and enhancing overall effectiveness in schools clustered under Tongmijangsa.

III. METHODOLOGY

Research design

Mixed methods research was established as a third methodological movement over the past twenty years, complementing the existing traditions of quantitative and qualitative movements (Tashakkori&Teddlie, 2003). This study was accompanied by a search for an appropriate paradigm to provide a legitimation for the use of mixed methods comparable to the paradigms that is widely accepted as justifying the use of quantitative and qualitative methods separately.

The mixed-methods approach was used in the collection of primary data. The survey research method is selected because it makes use of questionnaires to obtain data from a sample of respondents selected from the population, which made it directly applicable to this study.

Sample

The sample of the study must signify the total population, and possibly, it should deliver the entire information of the entire population from where the samples have been drawn. In the present study, for the quantitative data collection, random sampling was used. An adequate number of participants were selected, to reduce sampling error. Sample size was determined by using the Krejcie and Morgan table, 20 teachers from a total population of 30 primary teachers were taken from 6 primary schools with an approximately equal number of male and female teachers. For qualitative data collection, purposeful sampling strategies were used. Less number of participants were selected from the 6 Primary School under Tomijangsa cluster.

Data collection tools

The Scale developed by Hoy, W.K. et.al. (1991) was administered to the individual teacher. Tools contain six dimensions—supportive principal behavior, directive principal behavior, restrictive principal behavior, collegial teacher behavior, intimate teacher behavior, and disengaged teacher behavior.

- **Supportive principal behaviour** reflects a basic concern for teachers. The principal listens and is open to teacher suggestions.

Praise is given genuinely and frequently, and criticism is handled constructively. The competence of the faculty is respected, and the principal exhibits both a personal and professional interest in teachers.

- **Directive principal behaviours** is rigid, close supervision. The principal maintains constant monitoring and control over all teacher and school activities, down to the smallest detail.
- **Restrictive principal behaviours** are behaviour that hinders rather than facilitates teacher work. The principal burdens teachers with paperwork, committee requirements, routine duties, and other demands that interfere with their teaching responsibilities.
- **Collegial teacher behaviour** supports open and professional interactions among teachers. Teachers are proud of their school, enjoy working with their colleagues, and are enthusiastic, accepting, and mutually respectful of their colleagues.
- **Intimate teacher behaviour** is cohesive and strong social relations among teachers. Teachers know each other well, are close personal friends, socialize together regularly, and provide strong social support for each other.
- **Disengaged teacher behaviour** signifies a lack of meaning and focuses on professional activities. Teachers are simply putting in time in non-productive group efforts; they have no common goals. Their behaviour is often negative and critical of their colleagues and the school.

To start with, the teachers were made familiar with the nature and purpose of the measurement. Later, the procedure was followed while marking the responses on the booklet were explained to them. They were told to circle on any cell indicating the four responses such as rarely occurs, sometime occurs, often occurs, very frequently occurs, whichever express their perception about the frequency with which a particular behavior is exhibited by them. The data underwent a systematic process that involves coding and filtering before being input into the Statistical Package for the Social Sciences (SPSS). This software was utilized to generate various statistical analyses such as t-tests, means, correlations, and other data requirements. This step-by-step procedure ensures that the data is processed and transformed into meaningful statistical insights, allowing for a comprehensive examination of the research variables.

Validity and reliability

Due to scale being heterogeneous in nature and items having been arranged logically, the two halves of the items could not be identical. Therefore, the test-retest reliability criterion was the most suitable for determining the reliability of this scale (Hoy, 2010). It was administered and check for reliability in the Bhutanese school with the teachers of Bhutan. The questions which are not applicable were deleted and replaced with the most applicable questions.

The investigator made an effort to ensure and establish content and face validity of the tools. For establishing face validity, the scale is to be tested with a group of teachers before administering the targeted samples. Its language, format, instructions in their opinion, hence the test was fair degree of face validity. Researcher have selected a close friend who has sound knowledge in research to proofreading the questioners and findings.

Data analysis approach

Before proceeding with data collection, the investigator fulfilled all the necessary formalities like obtaining approval from concerned authorities such as District Education Officer, and respective school Principals. At the outset, the investigator visited the selected schools as per appointment and selected samples using a convenient sampling technique. The respondents were briefed on their purpose, title, and tools used in the study to authentic and valid responses. Confidentiality of their identity was assured to minimize biasedness and to obtain honest responses. Data were scored after which results were analyzed and interpreted using the SPSS software

IV. LIMITATION OF THE STUDY

This study has several limitations that should be highlighted. Firstly, caution was applied in generalizing this study to other settings and contexts, since the findings of the present study is based on a small sample that was drawn from 6 primary schools of Tongmijangsa cluster, under Trashiyangtse Dzongkhag. Secondly, the use of the non-probability convenience sampling technique increased the study's exposure to sampling bias. Thirdly, the study was conducted using a tool developed by Hoy which was based on questions that were originally intended for the current study. Also, the research technique that is associated with both quantitative data and

qualitative collection techniques that were employed in this research are acknowledged.

This study has implications for further research. Similar studies may be conducted using larger samples recruited from other organizations that were not included in this study. The study could be conducted using more advanced statistical models which may refine the results of the study. Future studies could also consider other organizational climate factors (e.g., recruitment, selection, training, etc.) that were omitted from this study. Comparative studies between the results of this study and those obtained from other organizations or through meta-analyses could also be considered in the future. This could lead to other thought-provoking insights that were not captured in this study.

Ethical consideration

All participants were provided with thorough information regarding the research, and

sought informed consent from both the CDEO and principals, documented through a signed agreement. Obtaining ethical approval from these authorities is essential before seeking permission. Principals and teachers, once fully informed, have the freedom to withdraw from the process at any point without the need for detailed explanations. Participants can expect anonymity, and it was underscored that the researcher holds sole responsibility for the research, encompassing its validity and reliability.

V. RESULT AND DISCUSSION

Demographic distribution

In the present study, attention is given to six demographic variables: gender, school types, qualification types, years of experience, nature of service, and school location of teachers. The subsequent section offers a concise overview and analysis of these demographic variables.

Table1: Showing the distribution of gender, school types and qualification.

	Frequency	Percent
1. 1. Gender		
Male	15	50 %
Female	15	50 %
2. 2. School Types		
Primary Schools	24	80 %
ECR	6	20%
3. Teacher Qualification		
M.Ed	3	10%
B.Ed	23	77.2%
PGDE	2	6.6%
PTC	2	6.6%
Total	30	100%

Table 1 shows the distribution of the samples based on gender, specifically among teachers in primary schools in Tongmijangsa under TrashiYangtse Dzongkhag. The data clearly indicates an equal distribution of the sample, with equal of 50% (30) of respondents being male and female.

Number 2 present the distribution of primary school teachers among different types of schools within the researcher's collected sample. The total number of primary school teachers included in the study is 24, accounting for 80% of the sample. Additionally, there are 6 teachers from ECR schools, making up 20% of the sample. These findings indicate that the researcher included a larger proportion of primary school teachers in the sample compared to ECR teachers for the research.

Number 3 shows the distribution of teachers by their profession in schools is depicted in the table 3 above. It is evident from the data that the majority of teachers, comprising 77.2% of the total, hold a B.Ed. qualification. In contrast, the remaining three categories, namely M.Ed., PGDE, and PTC, account for only 10%, 6.6%, and 6.6% respectively. The specific numbers of teachers in each category are 3 for M.Ed., 23 for B.Ed., 2 for PGDE, and 2 for PTC. The table clearly indicates that a significant number of primary schools have a higher proportion of teachers with B.Ed. qualifications.

Impact of organizational climate on teachers.

The data demonstrates that the organizational climate plays a pivotal role in shaping teachers' professional commitment. A

climate characterized by collegial leadership, professionalism, and an emphasis on achievement can significantly enhance teachers' dedication, engagement, and effectiveness in their roles. This

underscores the importance of creating a positive and supportive organizational environment to promote the well-being and commitment of teachers.

Table2: Professional Teacher Behaviour

Level	Frequency (n=30)	Percentage
High	2	.7%
Above Average	8	26.5%
Average	12	39.5%
Below Average	6	20%
Low	2	.7%
Total	30	100%

Table 2 displays the impact of organizational climate among 30 primary school teachers. Based on the scores, it is evident that 39.5% (12) of teachers exhibit an average level of satisfaction, while both low and high satisfaction of their organizational climate account for 7% (2) each. Moreover, above-average and below-average scores are observed in 26.5% (8) of teachers each.

From the data, it is clear that most teachers demonstrate average satisfaction with the present organization. In summary, the findings highlight the varying levels of satisfaction among the 30 primary school teachers regarding their organizational climate. The majority of teachers have an average level of satisfaction with their organizational climate. These results suggest the presence of varying levels of satisfaction among the teachers, emphasizing the importance of understanding individual experiences and addressing any concerns to improve the overall organizational climate.

Teachers' opinion on organizational climate

I feel that teacher's perceptions of the organizational climate have a profound impact on teachers' qualifications and teaching experiences. A climate that promotes continuous learning and professional development encourages teachers to enhance their qualifications. Conversely, a climate lacking support can result in stagnant qualifications. Positive climates foster collaboration and mutual respect, leading to motivated and engaged teachers. In contrast, negative climates with insufficient support and high workload can lead to dissatisfaction and burnout. Within our schools, the organizational climate serves as a powerful catalyst for teacher motivation. It fosters an environment where teachers are inspired and driven to work together towards a common goal. Teacher 2

What I feel is, the perception of the organizational climate is not influenced by teacher gender, as it is a subjective experience. However, gender bias can exist in some cases, leading to disparities in opportunities for professional growth and recognition. I as a female teacher, for example, face many challenges in male-dominated leadership positions. Nonetheless, fostering an inclusive climate that promotes gender equity and values diverse perspectives can contribute to a more positive and empowering experience for all teachers, regardless of their gender. Teacher 1

To me types of teacher requirement carried by the school can shape teachers' perceptions. For example, if there is a strong emphasis on standardized testing and strict adherence to a prescribed curriculum, teachers may feel pressured to "teach to the test" and have limited autonomy in their instructional practices. Conversely, a climate that values a more holistic approach to education, allowing for flexibility and creativity in teaching, can enhance teachers' job satisfaction and efficacy. Similarly, the locality of the school or educational institution can impact teachers' perceptions of the organizational climate. In urban areas, teachers may have access to a wider range of resources, cultural diversity, and professional development opportunities. Conversely, rural or remote areas might face challenges such as limited resources, isolation, or difficulty attracting and retaining qualified teachers. These factors can influence teachers' experiences and shape their perceptions of the organizational climate. Teacher 2

Teachers' perceptions of the organizational climate are subjective and can vary among individuals. What one teacher perceives as a positive climate conducive to professional growth and development, another teacher may view as stifling or unsupportive. It is crucial for administrators and policymakers to actively listen

to teachers' feedback and engage in dialogue to create a climate that addresses their needs, concerns, and aspirations.

Teachers' qualifications and teaching experiences are significantly influenced by the organizational climate, as highlighted by T3. A climate that promotes continuous learning and professional development motivates teachers to enhance their qualifications, while a lack of support can impede their growth. Positive climates that foster collaboration and respect contribute to teacher motivation, while negative climates with insufficient support may lead to dissatisfaction and burnout. Gender differences, according to T1, do not directly influence perceptions of the organizational climate. However, gender bias can affect opportunities for professional growth, especially for female teachers in male-dominated leadership positions. Creating an inclusive climate that values gender equity and diverse perspectives is crucial for a positive experience for all teachers. T2 emphasizes that the type of teacher requirement set by the school shapes teachers' perceptions.

Emphasizing standardized testing and strict adherence to a curriculum can limit autonomy and creativity. Conversely, a climate that values a holistic approach to education, allowing flexibility and creativity, enhances job satisfaction. The locality of the school also plays a role, with urban areas offering more resources and opportunities, while rural areas face challenges such as limited resources and difficulty attracting qualified teachers. These factors influence teachers' experiences and their perception of the organizational climate.

Result pertaining to the organizational climate that mostly influences professional commitment of teachers

It refers to the outcome of research that identifies the key elements of the organizational environment which have the greatest impact on teachers' professional commitment. It highlights the aspects of the work atmosphere that play a significant role in influencing how dedicated teachers are to their roles.

Table 3: Organizational Climate dimensions

Types of Organizational Climate	Scores	Frequency	Percentage
Collegial leadership	27 – 31	7	23%
Professional teacher behavior	17 – 26	18	60%
Achievement press	12 – 16	3	10%
Institutional vulnerability	7 – 11	2	7%
Total		30	100%

Table 3 display the distribution of 30 primary teachers in terms of collegial leadership within the organizational climate. Collegial leadership rated at 7 (23%), this indicates that 23% of the teachers highly value a leadership style that encourages collaboration, teamwork, and mutual support among teachers and administrators. When the working environment promotes collegiality, it has a positive impact on the teachers' commitment to their profession. Next, for professional teacher behavior it is 18 (60%), this highlights that 60% of the teachers recognize the significance of their own conduct and actions in their professional roles. When teachers demonstrate professionalism, which includes qualities like knowledge, ethics, and dedication to students' learning, it significantly influences their level of commitment to their profession. For, Achievement press it is rated at 3 (10%), this underscores that 10% of the teachers' place importance on academic excellence, maintaining high standards, and having performance expectations within the organization. When teachers work in an environment that

emphasizes and encourages achievement, it can act as a motivating factor for their commitment to their profession. For institutional vulnerability it is rated at 2 (7%) the lowest of all dimensions suggesting that the organization is susceptible to challenges or weaknesses that may affect its stability or reputation. In this context, it implies that when teachers perceive their institution as vulnerable or facing difficulties, it may impact their professional commitment negatively.

Based on this data, it is evident that collegial leadership and professional teacher behaviour are the most influential factors in motivating teachers' professional commitment. The presence of a supportive and collaborative work environment, coupled with teachers demonstrating professionalism, greatly contributes to their commitment. Additionally, the emphasis on achievement and the institution's stability also play a role, although to a lesser extent.

Teachers opinion

What I feel is a teacher should always have positive commitment as a positive commitment can build positive climate that fosters a sense of belonging, engagement, and dedication among teachers. When teachers feel valued, supported, and respected within their educational institution, they are more likely to develop a strong commitment to their profession and the goals of the organization. Teacher 5

Always a good organizational climate should promote a culture of continuous learning and professional development. Teachers should be provided with opportunities to enhance their skills and knowledge, which not only strengthens their qualifications but also reinforces their commitment to personal growth and improvement. When teachers feel that their professional development is valued and supported by the organization, they are more likely to stay committed to their role and strive for excellence in their teaching practices. Teacher 4

I can say that positive climate encourages collaboration and teamwork among teachers. When teachers feel part of a cohesive and supportive community, they are more likely to be motivated and committed to working together towards common goals. The exchange of ideas, sharing of best practices, and support from colleagues contribute to a sense of professional commitment and a shared sense of purpose. On the other hand, a negative organizational climate can have detrimental effects on a teacher's professional commitment. Factors such as a lack of support, limited resources, high workload, and a toxic work environment can lead to decreased motivation and job satisfaction. In such cases, teachers may experience burnout and may not feel as committed

to their profession or the organization's goals. Teacher 6

Creating and maintaining a positive organizational climate requires leadership that values and prioritizes the well-being and professional growth of teachers. Providing opportunities for professional development, fostering a collaborative and supportive culture, and addressing the needs and concerns of teachers are crucial in promoting a strong sense of professional commitment. Teacher 7

Teachers support that the organizational climate plays a pivotal role in shaping a teacher's professional commitment. A positive and supportive climate enhances job satisfaction, motivates teachers to continuously improve, fosters collaboration, and strengthens their dedication to their profession and the organization's goals. Conversely, a negative climate can lead to decreased motivation and job satisfaction, impacting a teacher's commitment and overall effectiveness in the classroom.

Result pertaining to professional commitment that mostly influences the organizational climate of teachers

The data examines the specific aspects of professional commitment that hold the greatest influence over the organizational climate for teachers. This information is crucial for understanding how teachers' dedication to their profession shapes the overall working environment. The data aids in developing a supportive climate that promotes strong professional commitment among teachers, potentially encompassing elements like collaboration, ethical conduct, and engagement in their roles.

Table 4: Professional Commitment and its influence

Dimension	N	Means	SD	Df	t-values	p-values	Remarks
Commitment to Learners	30	10.183	4.85	12	1.170	0.243	Insignificance
Commitment to Society	30	12.375	4.76	12	0.595	0.553	Insignificance
Commitment to Profession	30	10.039	4.76	12	1.212	0.146	Insignificance
Commitment to Achieve Excellence	30	12.870	4.33	12	1.595	1.232	Insignificance
Commitment to Basic Human Values	30	10.143	4.42	12	1.109	0.465	Insignificance

Table 4 presents the mean scores of teachers regarding their commitment to learners. The mean score of commitment to learners 10.183 (SD = 4.85). However, the test conducted to determine equality in means indicates that there are no significant differences in the level of commitment of teachers with organizational climate ($p = 0.243$, t value = 1.170).

The second analysis explores the disparities in the mean scores of school teachers concerning their commitment to society. There is a difference in commitment to society, with a mean score of 12.375 (SD = 4.76). The test conducted to assess equality in means indicates that there are no significant differences in commitment to society teachers' professional commitment and organizational climate ($p = 0.55$, t value = 0.59).

The third analysis examines the disparities in the mean scores of teachers concerning their commitment to the teaching profession. There is a negligible difference in academic emphasis, with a mean score of 10.03 (SD = 4.76). The test conducted to assess equality in means reveals that there are no significant differences in commitment to the teaching profession between teachers and organizational climate ($p = 0.146$, t value = 1.121).

The fourth analysis examines the variance in commitment to achieve excellence between teachers and organizational climate. It reveals that teachers display a minimal disparity in their commitment to achieve excellence (mean = 18.87, SD = 4.33). The test comparing the means indicates that there are no statistically significant differences in commitment to achieve excellence between teachers and organizational climate ($p = 1.123$, t value = 1.159).

The fifth analysis examines the variation in commitment to basic human values between school teachers and organizational climate. It reveals that it exhibits a negligible difference in their commitment to basic human values (mean = 10.143, SD = 4.42). The test comparing the means indicates that there are no statistically significant differences in commitment to basic human values between teachers' commitment and organizational climate ($p = 0.46$, t value = 1.10). Contrary to the findings of Malik and Sharma (2013), this research suggests that there is a strong relationship between gender and commitment to basic human values, which contradicts the notion of an insignificant relationship in professional commitment.

VI. CONCLUSION

This study investigates the relationship between organizational climate and professional

commitment among primary school teachers in the Tongmijangsa cluster under Trashiyangtse Dzongkhag. Using the Organizational Climate Index (OCI) and the Organizational Commitment Questionnaire (OCQ), the research reveals a significant association between overall school climate and teacher commitment. The study emphasizes that professional teacher behavior is a key predictor of commitment, highlighting the importance of educators exhibiting professionalism. Additionally, collegial leadership within schools plays a crucial role in fostering commitment. While achievement pressure indirectly influences commitment by shaping teacher behavior and promoting supportive leadership, institutional vulnerability does not directly impact commitment. The findings underscore the importance of cultivating a positive organizational climate, focusing on professional behavior and collaborative leadership, to enhance primary school teachers' commitment. These insights can guide administrators and policymakers in creating supportive environments, ultimately benefiting education quality and students' well-being. The study suggests the need for ongoing research and initiatives to improve organizational climate, contributing to the overall advancement of the education system.

Recommendation

The following recommendations are offered to guide subsequent investigations:

1. Future research endeavours should strive to enhance the external validity of findings by employing larger and more diverse samples. The current study's applicability is confined to a specific geographic region and a small number of primary schools. Expanding the scope to include participants from various settings and organizations would contribute to a more comprehensive understanding of the phenomena under investigation.
2. Addressing the limitation associated with the non-probability convenience sampling technique is crucial. Future researchers are encouraged to explore alternative sampling methods, such as stratified or random sampling, to minimize the risk of sampling bias and enhance the generalizability of the findings.
3. Considering the study utilized a tool developed by Hoy specifically for the present research, researchers should explore the refinement of measurement instruments. Validation and adaptation of existing tools or the development

of new instruments may contribute to a more robust and universally applicable research framework.

4. To enhance the precision and reliability of study results, future research could incorporate more advanced statistical models. This might include sophisticated data analysis techniques, which could provide a nuanced understanding of the relationships and patterns uncovered in the current study.
5. Future studies should broaden the focus by examining other organizational climate factors that were not included in the present research. Factors such as recruitment, selection, and training, among others, could significantly contribute to a holistic understanding of the organizational climate's impact.
6. Conducting comparative analyses with results from other organizations or utilizing meta-analyses techniques could offer valuable insights. This approach would allow researchers to identify commonalities, disparities, or unique patterns that may not be evident when studying isolated organizational contexts.

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