



Organizational Climate, Job Performance among Special Education Teachers

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ABSTRACT

The current investigation examined the organizational climate and job performance among special education teachers. We also looked at the effects of other demographic characteristics about variables above. The research design used in this study was a survey. The sample of the current study consisted of (N=150) special education teachers who were selected using purposive convenient sample techniques. The organizational climate scale or assessing organizational climate: Psychometric properties of the CLIOR scale were developed by Elsa Pena-Suarez, Jose Muniz, Angela Campillo-Alvarez; Eduardo Fonseca Pedrero and Eduardo Garcia-Cueto, job performance scale was developed by William James were used to measure the construct of the present study. Moreover, recommendations for the future were discussed.



Introduction

Organizational climate has been shown significant role on job performance among special education teachers (Hoy & Miskel, 2013). A positive organizational climate characterized by supportive leadership, collaborative culture, and resources. These can enhance the job performance, satisfaction and motivation among special education teachers (Kushman, 1992).

The atmosphere of an organizational specifically constitutes the manner in which members of an institute describe their surroundings in value-based approach and attitude based approach. As stated by (Noviawati, 2016) performance is to say that Performance is the outcome of an employee's both number and quality of work in carrying out each of his responsibilities in line with the responsibility and job description assigned to him. To acquire good performance from an employee, the role of superiors in terms of supervision the performance of their subordinates is

very necessary. This is in accordance with the opinion (Kirana & Pradipta, 2021) which asserts that employee job performance is defined as all work processes that are performed, produce work results in quality and quantity and are attained in accordance with job desk superior to realize company goals. Meanwhile, Nawawi (2001) defines performance as in contrast with the results obtained (output) with the number of sources used (input). Thus, it can be concluded that performance is the result of sacrifices made with the intention of increasing the performance of members by producing discipline for maximum results.

Special education Teachers who have a distinctive set of abilities, expertise and commitment those are vital in providing support to kids with a wide range of learning needs (Harry & Klingner, 2014). Therefore, special education teaching can be demanding and stressful, which increases the risk of burnout and poor job performance. And all these circumstances may lead headed for low self-efficacy because in special education schools students may not showing any attention in their activities. Also organizational climate play significant role in the enhancement of job performance, motivation and self-efficacy (Cherian, 2013; Nazir et al., 2022). Various researches have been conducted on how well teachers perform on the job. Previous investigations have been forced by the lack of study on how organizational atmosphere affects teacher's job performance (Parker et al., 2003). Several surveys have shown that teacher's job performance is decreasing everywhere in the world. Even though organizational climate was not given much thought in the past, it has gained a lot of interest from a variety of industries in the twenty-first century. This is because educational success and organizational atmosphere are frequently linked (Tsolakidis & Lazaridou, 2011). According to studies, employee's mood, attitude and conduct toward their organization are greatly influenced by the corporate climate (Abdulkarim, 2013; Li et al., 2023). Job satisfaction and commitment are positively correlated with organizational climate (Castro & Martins, 2010). Employee behavior, motivation, engagement results, organizational performance, leadership behavior, work satisfaction, productivity and organizational and managerial efficiency, as well as a reduction in team issues. A favorable organizational atmosphere enhances the organization's competency and reduces revenue costs, assert Majdalani and Maamari. Economic results such as earnings, return on sales and revenue growth are positively affected by a positive organization climate.

Hypothesis

1. Teacher's job performance will significantly correlate with the organizational climate.
2. Female teachers will show higher job performance as compared to male teachers.
3. Teachers in urban institutes will show more job performance then rural teachers.

Methods

Design of Research

The research used a correlation study methodology, which looks for the connection between organizational climate, occupational self-efficacy and job performance in special education teachers. The independent variables under investigation were organizational climate and occupational climate while job performance served as dependent variables.

Sample

There are 150 special education teachers in the study's sample. The sample was further divided into males and females.

Sampling Technique

A convenient sample method was used to approach the sample. The information was gathered from special education teachers of different cities.

Instruments

The current study will make use of the following tools.

Organizational Climate: The organizational climate scale Eduardo Fonseca-Pedrero et al., established the psychometric qualities of the scale. 15 items with Response patterns using a five-point Likert scale Five indicates strong agreement, and one indicates extreme disagreement were included. A person can at least receive scores 15 whereas maximum scores cannot exceed than 75. Above the authors specially developed this scale to assess the organizational climate of different organization of different people at different level of their job. The wording of item was simple and understandable, so that every person easily understands the statement and answers the right option.

Scale of Job Performance: William et al., 1991 was responsible for creating the enroll job performance scale. It had seven Likert-type response patterns, where 7 indicate strong agreement and 1 indicates significant disagreement. A person can at least receive scores 07 whereas maximum scores cannot exceed than 49. Above the author specially developed this scale to assess the job performance of different people at different level of their job. The wording of item was simple and understandable, so that every person easily understands the statement and answers the right option.

Procedure

Teachers from different schools, the study comprised study specimens that are both male and female. Questionnaires for each of the factors under investigation were used to calculate the data. First, a letter of authorization for the data collection was issued by the department director of Riphah International University. The higher authorities of the institutions where the students filled out the paperwork were then presented with this letter of authorization. The teachers were given a thorough explanation of the study's purpose and data collection procedures. Every educator was given guarantees about the confidentiality of their personal data. None of teachers were coerced into participating and they all signed an informed permission form. Each person filled out the form voluntarily. Teachers were given comprehensive instructions on how to respond appropriately to each item on the scale and its response rates during the data collection process. Since the questionnaire was in English. After the forms were assembled, they were thanked for their time and response. After that, the forms were suitably arranged, the data was entered into SPSS and further analysis was conducted to acquire the results.

Ethical Considerations

The ethical standards of the American Psychological Association (APA) were taken into account when awarding previous permission and the study's informed consent. The Board of Advanced Study of the University of Riphah Faisalabad granted permission for the entire research, in

addition to the tools and methods employed. The research methodology closely complies with the board's recommendations. There were safeguards in place to ensure the privacy and welfare of the students taking part.

Results

Table 1: Demographic Information of the Participants

| Demographic variables | <i>f</i> | % |
|------------------------------|----------|------|
| Gender | | |
| Male | 88 | 58.7 |
| Female | 62 | 41.3 |
| Education | | |
| Undergraduate | 56 | 37.3 |
| Graduate | 69 | 46.0 |
| Postgraduate | 25 | 16.7 |
| Residency | | |
| Urban | 83 | 55.3 |
| Rural | 67 | 44.7 |
| Age | | |
| Young adults | 91 | 60.7 |
| Middle adults | 59 | 39.3 |

Note: *N* = 150

Table 01 displays the frequency and percentage distribution of participants based on gender, education and residency. Male participants are large in numbers (*f* = 88, 58.7%) as compare to females (*f* = 62, 41.3%). Graduated participants are large in numbers (*f* = 69, 46.0%) as compare to undergraduate (*f* = 56, 37.3%) and postgraduate (*f* = 25, 16.7%). Participants belong to urban areas are large in number (*f* = 83, 55.3%) as compare to rural area (*f* = 67, 44.7%). Young adults participants are large in numbers (*f* = 91, 60.3%) as compare to middle adults (*f* = 59, 39.3%).

Table 2: Study variables' psychometric qualities

| Variables | Items | <i>M</i> | <i>SD</i> | <i>a</i> | Range | | Skewness | Kurtosis |
|------------------------|--------------|----------|-----------|----------|---------------|------------------|-----------------|-----------------|
| | | | | | Actual | Potential | | |
| Organizational climate | 15 | 48.81 | 16.12 | .78 | 19-66 | 15-75 | -.88 | -.89 |
| Job performance | 07 | 28.27 | 10.6 | .89 | 12-44 | 7-49 | -.12 | -1.65 |

Note: *N* = 150

The study variables' psychometric qualities are displayed in Table 5. According to the reliability analysis, the reliability coefficient of organizational climate .78and job performance .89 It shows adequate internal consistency. Since the skewness values are less than 2, univariate normality is not an issue.

Table 3: Analysis of Linear Regression Illustrating how job performance is affected by organizational climate

| Predictor | Model B | Outcome: Job performance |
|------------------------|----------|--------------------------|
| | | 95% CI LL, UL |
| (Constant) | 14.19*** | [9.05, 19.33] |
| Organizational climate | .42*** | [.18, .39] |
| ΔR^2 | .17 | |
| F | 32.47*** | |

Note: $N = 150$

*** $p < .01$, ** $p < .01$, * $p < .05$

The table indicates that job performance is the outcome variable and organizational climate is the predictor in a linear regression study. With a $F(2, 147) = 32.47, p < .001$, the ΔR^2 value of .17 shows that organizational environment accounts for 17% of the variance in job performance. The results show that job performance is significantly improved by organizational climate ($\beta = .42, p < .001$).

Table 4: Male and female participant’s mean, standard deviation, and t-values for each study variable

| Variables | Male ($n = 88$) | | Female ($n = 62$) | | t (148) | 95% CI | | Cohens’d |
|------------------------|----------------------|-------|------------------------|-------|---------|--------|-------|----------|
| | M | SD | M | SD | | LL | UL | |
| Organizational climate | 55.84 | 9.28 | 38.84 | 18.44 | 7.42*** | 12.46 | 21.52 | 1.16 |
| Job performance | 32.93 | 10.17 | 21.66 | 8.39 | 7.17*** | 8.16 | 14.37 | 1.21 |

Note: $N = 150$

*** $p < .001$, ** $p < .01$, * $p < .05$

The table displays the t-values, mean, and standard deviation for participants who were classified as male and female in terms of organizational climate and job performance. The results reveal significant mean differences in organizational climate, with $t(148) = 7.42, p < .001$. Male scored significantly higher on organizational climate ($M = 55.84, p < .001$) as compared to female ($M = 38.84, p < .001$). Moreover, there are significant mean differences for job performance with $t(148) = 7.41, p < .001$.

Discussion

The study aims to assess special education teacher’s job performance and organizational climate. For this purpose the teachers of special education department were chosen. In this study we see how much the organizational climate affect the job performance in special education teachers. Gender, residence, age and education were the demographic factors that were completed in the study. The hypothesis was investigated using demographic data. The primary findings of this investigation extended in light of earlier research on the subject. The organizational climate and

job performance measurement tool that was chosen demonstrated a high degree of normalcy and dependability.

The study examined the mean differences of various demographic characteristics on the aforementioned variables in order to ascertain the consequences of organizational climate, and job performance among special education students. ANOVA analysis and t-tests were used to draw a number of conclusions. To determine the average variations among all the variables across various demographic data, men scored considerably higher on organizational climate ($M = 55.84$, $p < .001$) than women ($M = 38.84$, $p < .001$). Moreover, there are significant mean differences for job performance with $t(148) = 7.41$, $p < .001$. Table indicates the t-values, mean and standard deviation for individuals classified as urban and rural in terms of organizational climate and job performance. The results reveal significant mean differences in organizational climate, with $t(148) = 3.63$, $p < .001$. Urban teachers scored significantly higher on organizational climate ($M = 52.95$, $p < .001$) as compared to rural teachers ($M = 43.69$, $p < .001$). Moreover, there are significant mean differences for job performance with $t(148) = 4.62$, $p < .001$. Table shows mean, standard deviation and F -values for organizational climate, and job performance among teacher's educational level. Result indicted significant mean difference in education category on organizational climate with $F(2, 147) = 46.93$, $p < .001$. Finding showed that post-graduated participants exhibited high level of organizational climate as compare to graduate and undergraduate. The value of effect size is .39. Result indicted significant mean difference in education on job performance with $F(2, 147) = 16.02$, $p < .001$.

Summary

The present research's objective was to look into the connection between job performance and organizational climate. The study also looked into how special education teacher's job performance and perceived organizational climate differed for male and female teachers. Teachers of special education were the study's participants. Convenient sampling was used to choose the sample. 150 special education instructors, both male and female, participated in the current study. The job performance scale and organizational climate were the instruments utilized to gather data. The findings showed a somewhat positive interaction between organizational climate and work performance. The results demonstrate that teenager's job performance is significantly predicted by their perceptions of the organizational climate.

Conclusion

The purpose of this study was to investigate the connection between organizational climate and job performance among special education teachers on the basis of their gender, residency and educational level. A sample of 150 teachers from various schools in the Punjab province was used. Analysis methods included one-way ANOVA, correlation analysis, regression analysis independent sample t-test.

Limitations and Recommendation

The study's generalizability is questionable due to the following shortcomings. The sample size for the study was tiny. Therefore, to get over this restriction, a larger sample size and greater regional diversity are required. Given the results, a number of suggestions can be made to address the problems of special education teachers' job performance and organizational atmosphere. The 150 teachers that made up the study's very small sample size could not be an accurate

representation of all teachers in special education. A larger sample size could improve the generalizability of the results and provide a more comprehensive comprehension of the connections among job performance and organizational climate. Programs like goal-setting seminars, mentorship and skill-building exercises should be created by organizations to help instructors feel more capable of achieving their goals. Future research should concentrate on longitudinal designs to investigate how organizational climate change over time and affect teachers' job performance at various phases. This can help guide therapies at the appropriate phases and offer greater insights into the long-term implications of these features. Different cultural and socioeconomic contexts should inform research and treatments since they have a significant effect on job performance and organizational atmosphere. Programs that are cognizant of these variations may be more inclusive and successful. Through improved organizational climate stakeholders can better assist teachers in attaining higher job performance by putting these recommendations into practice.

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