The Impact of Organizational Climate on Teachers Commitment in Elementary Schools: A Study of Private Schools in Karachi

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THE IMPACT OF ORGANIZATIONAL CLIMATE ON TEACHERS COMMITMENT IN ELEMENTARY SCHOOLS: A STUDY OF PRIVATE SCHOOLS IN KARACHI

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Abstract

This research study is aimed to examine the relationship between school climate and teachers’ commitment and to determine the impact of key dimensions of school climate which are collegial leadership, academic achievement, teachers’ professionalism and institutional vulnerability on teachers’ commitment which is related with efficiency and effectiveness of school. Previous researches indicate that if employees are committed and have the same norms as the organizations have, they can contribute more effectively towards accomplishing the overall organizational goals. The population of the study comprises elementary level teachers of private schools in Karachi. Quantitative survey method was used using correlation design. Data collected was examined using descriptive and inferential statistics. The Organizational Climate Index (OCI) developed by Hoy, Smith, and Sweetland and the Organizational Commitment Questionnaire (OCQ) developed by Mowday, Steers, and Porter were used as the survey instruments. The results indicated a relationship between school climate and teachers’ commitment, dimensions such as collegial leadership and academic achievement have significant positive relationship with teacher’s commitment. Institutional vulnerability indicated a significant negative relationship with teachers’ commitment. Whereas, teacher professionalism indicated no correlation with teacher’s commitment. The results of the regression analysis revealed that the collegial leadership and institutional vulnerability are the predictors of teachers’ commitment. Whereas, teacher professionalism and academic achievement failed to be the contributors to teachers’ commitment. The findings of the study can contribute to develop the insights of the school administrators and principals on the importance of school climate influence that is essential for improving the teachers’ commitment, and based on these insights, can make the necessary attempts to develop the positive school climate that contributes for enhancing the academic excellence at their institutions.

Keywords: Organization climate, teacher’s commitment, collegial leadership, academic achievement, Institutional vulnerability, teachers’ professionalism, elementary school.
List of Abbreviation and Symbols

OCI  Organizational Climate Index
OCQ  Organizational Commitment Questionnaire
SPSS Statistical Software for Social Sciences
α   Cronbach alpha index of internal consistency
DF  Degrees of freedom: number of values free to vary after certain restrictions has been placed on data
M   Mean
P   Probability associated with the occurrence under the null hypothesis of a value as extreme as or more extreme than the observed value.
<   Less than
=   equal to
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Chapter 1

1. Introduction

Education is the most important need for nations as it is the key for achieving sustainable development and growth. It is considered as a process, a product, and a discipline. In the view of Okoh, (2005) as a process, it “is the activity of preserving, developing, and transmitting the culture of a people from one generation to another” (p.19). As a product “it refers to change, whether overt or covert, implicit or explicit, which education is expected to bring about” (Okoh, 2005, p.19). Therefore, effective education system is considered most important basic need and the most influential factor to transform the social setup of a country. Pakistan is among those countries, where the education system is facing massive challenges. Education effectiveness has been one of the prime considerations for practitioners and policy makers, a number of projects and policies formed and implemented that are struggling towards improving the education system but the results are not being achieved. (National Education Policy, 2009).

Teaching is a challenging job that plays a major role in the progress of a nation and significantly contributes towards achieving the national objectives. Therefore, teachers are powerful as well as the most stressed workforce in education system; powerful as they have authority and control over students. Whereas, stressed as their tasks and responsibilities that are not in accordance to their authority and reduced their job effectiveness (Trendall, 1989). The failure and success of the system depends on the teacher, if they are intellectually active and take keen interest in their profession, then only success is ensured. On the other hand, if they cannot put their heart in their profession, the system is likely to fail. The fact is that schools can grow when the teachers within the schools are allowed to refine themselves (Bayne-Jardme, 1994; Doyle & Hartle, 1985). Hence, the teacher is a vital component of the schooling system.

School’s success highly depends upon teacher’s professionalism and commitment. As per Sadker (1994) teachers are professionals who present important services to the society, though, often teachers are considered as subordinates. He further stated that teaching is a challenging job and excessive responsibility can easily disappoint and demoralize teachers. Better working conditions are essential for the
teachers to remain in the profession. Abdo (2000) stated that poor working conditions demoralize teachers and cause them to leave the profession. Similarly, Kusereka (2003) reported that working conditions influence teachers’ determination and satisfaction. He mentioned salary, insufficient teaching resources, work load and school environment and settings are few of the elements that dissatisfy teachers; thus, teacher’s self-confidence and self-esteem highly depends on to what extent these factors are satisfied or unsatisfied. Sergivanni (1999) argued that there is a need to enhance teacher commitment as this is the main factor that have an effect on school effectiveness. School effectiveness involves students’ achievement and their personality development along with the teachers’ growth in educational setting. Committed teachers are more effectively engaged in the classroom and consequently offer better work performance and show willingness to achieve organizational goals. Therefore, to improve school effectiveness, factors that increase teachers’ commitment should be recognized.

Schools are places of learning, as well as work environment where teachers are workforce and teaching is a job. Hoy and Miskel (1982) defines school climate as personality of a school’s itself, and its significance attracted researchers for approximately 50 years (Anderson, 1982). In general, there are several definitions of organizational climate, it may be defined as system and procedures where the members view and differentiate their surroundings in a value-based manner (Thompson, 2005). In addition, Gilmer (1966) defined climate as the characteristics that are specific to a particular organization and differentiate one organization from another, and indeed affect the way in which organizational member’s acts within the organization. Although, in the past not much was recognized about organizational climate but, in the 21st century, organizational climate has been recognized as a significant factor for employee performance in an organization by many segments. Therefore, school effectiveness is frequently associated with organizational climate (Lazaridou & Tsolakidis, 2011).

Ramsey (1999) stated that in an organization like school, students and teachers are the reflection of the principal, as the principal are the role models for others, school cannot show significant performance without an effective and competent principal. Therefore, the principal creates a climate that promotes effective teaching and learning in schools. Principal performs multiple responsibilities and roles; they are responsible for formulating and implementing school’s education policy, and
smooth running of all the operations of the school (Wilmore, 2002). According to Hargreaves (2003) the principal performs diverse roles: instructional and leadership. The instructional role focuses on creating, motivating and challenging activities for the teaching and learning of students that helps in making children productive citizens. Whereas, the leadership role mainly consists of decision-making and effective management of the students and teachers. Principals differ in styles in carrying out these tasks; one of the significant elements to shape school climate is leadership style. School principal is responsible for developing school climate, by interacting with the teachers and students and strive to enhance their commitment to achieve school goals and objectives. Therefore, Academic institutions promote effective leadership style that is critical for achieving optimal learning environment (Wang & Berger, 2010).

Thus, developing a positive climate in school is the key job of the principal that allow teachers to enhance their commitment to their profession and recognize school goals by emphasizing on creating an active learning process in schools.

Organizational commitment may be defined as the willingness of the organizational members to recognize their organizations’ goals and are prepared for the hard work to contribute towards accomplishing these goals (Herseovitch & Meyer, 2002; Muthuvelo & Rose, 2005). Current research on teacher’s commitment has focused on the climate as the most important way of enhancing commitment, therefore, the key point is that the development of desirable work environment foster job satisfaction and commitment (Melti, 2001; Afalobi, 2005). To maintain their passion for accomplishing job responsibilities, teachers require sustaining their commitment to the profession (Day, 2000). He further added that collegial leadership, student behavior, parental demands and education policies are the elements which can improve or diminish teachers’ commitment (Day, 2004).

Since, organizational commitment is a significant element that contributes to school effectiveness. The teachers are motivated and willing to work when they are committed to their schools, therefore, it is certainly beneficial for the schools to research the climate and identify the aspects that have a positive or negative impact on teacher’s commitment. Considering teacher’s perception would be useful to foster positive organizational climate that leads to improved teacher’s commitment in schools.

In the current research, the researcher has selected the Organizational Climate Index (OCI) created by Hoy, Smith and Sweetland (2002) to study the four
dimensions of school climate, which are (a) Collegial leadership (b) Teacher professionalism (c) Academic achievement and (d) Institutional vulnerability that influence teachers’ commitment towards the organization. Organizational Commitment Questionnaire (OCQ) created by Mowday, Steers and Porter (1979) is effectively used to measure teachers’ commitment to the organization.

1.1 Statement of Problem

Teaching is a difficult and challenging job. Teachers require positive school climate that encourage them to accomplish their job responsibilities. The absence of a well defined climate in private elementary schools can influence the level of teachers’ commitment negatively, which will lead to overall low morale, frustration, low productivity and low effectiveness; whereas a positive school climate and teachers involvement in decision making process enhances their level of commitment, which results in increased teacher performance and effectiveness.

Teachers’ commitment is a matter of concern for any schooling system. However, schools are not playing their role for implementing the initiatives that have been very effective for addressing the core issue of enhancing the teachers’ level of commitment. This is because of the school administration and management is unaware to identify the factors that significantly contribute. Teachers’ commitment has been central to the educational research. In the context of Pakistan, numerous researches have been conducted in which organizational commitment and relevant concepts have been examined from different perspectives. Although minimal research focus has been given to examine the impact of school climate and its dimensions on teachers’ commitment and identifying the factors that are the contributors for enhancing the level of teachers’ commitment. Therefore, the current study focused on identifying the key factors of organizational climate that have major impact on the teachers’ commitment by examining the perception of teachers about their school climate prevailing at the elementary private schools, Karachi.

1.2 Research Objectives

The objective of this study was to examine the perception of teachers about the school climate prevalent in the elementary private school of Karachi to better understand the school climate dimensions related to collegial leadership, teacher
professionalism, academic achievement and institutional vulnerability that they perceived to be a contributors or barriers to enhance their commitment.

The objectives were to:
- Examine the level of teachers’ commitment in elementary private schools, Karachi.
- Determine the relationship between school climate and teachers’ commitment.
- Determine the relationship between the dimensions of school climate and teachers’ commitment.
- Identify the school climate dimensions that are predictors for teachers’ commitment.

1.3 Research Questions

The main question that emerges for this study is:
How Organizational Climate Index (OCI) dimensions of organizational climate effect teacher’s commitment in the elementary school of private sector in Karachi middle class areas?
- What is the effect of collegial leadership on teacher’s commitment?
- What is the effect of academic achievement on teacher’s commitment?
- What is the effect of teacher professionalism on teacher’s commitment?
- What is the effect of institutional vulnerability on teacher’s commitment?

1.4 Hypothesis

Hypothesis 1 The collegial leadership has significant impact on teacher’s commitment.
Hypothesis 2 The academic achievement has significant impact on teacher’s commitment.
Hypothesis 3 The teacher professionalism has significant impact on teacher’s commitment.
Hypothesis 4 The Institutional vulnerability has significant impact on teacher’s commitment.
1.5 Significance of the Study

The quality teaching and learning has become an issue of importance for school leaders that allow them to identify ways on how to best improve the level of teacher’s commitment which is crucial for promoting an active learning process in the schools. The findings of the study would be helpful for the school leaders and principals to develop insights on the importance of school climate influence that is significant for enhancing teachers’ commitment. The current study provides valuable suggestions to school leaders, administrators, principals, teachers and all the other stakeholders, who strive to develop positive school climate and may help the schools to form school climate improvement plan and incorporate the dimensions of school climate highlighted in the study.

1.6 Definition of Key Terms

Organizational climate

Organizational climate is defined by teachers’ perception of the schools’ work environment (Hoy, Tarter & Kottamp, 1991). The current study, is build on the concept that organizational climate formed from the shared interaction of principal, teachers, students and parents (Hoy, Smith and Sweetland, 2002). According to Hoy and Hoy (2009) Organizational climate is the group of characteristics that differentiate one school from another and influence its member’s behavior.

Organizational commitment

Organizational commitment can be viewed as psychological attachment to the organization by an organizational member. Organizational commitment normally plays a very vital role to determine whether an organization member will stay with his/her organization and whether s/he will enthusiastically expand efforts to achieve organizational goals. The factors like empowerment, job performance, job security have been indicated to be associated to employees’ attitude to organizational commitment. Mowday, Steers and Porter (1982, p.27) defines organizational commitment as “The relative strength of an individual’s identification with and involvement in a particular organization.”
Collegial leadership

Principal who is supportive, admire their teachers’ competencies and express their concern for their personal and professional development. The principal establishes obvious performance standards for the teachers and aimed at accomplishing schools’ academic goals (Hoy, Smith & Sweetland, 2002).

Teacher professionalism

Indicated by due regard for their coworkers, recognizing their skills and achievements, commitment to students, independent decision making, and shared collaboration (Hoy, Smith & Sweetland, 2002). Teachers behavior that indicates their commitment and willingness to work together cooperatively with other teachers (Tschannen-Moran, Parish & Dipaola 2006)

Academic achievement

Represent a school that establishes high but attainable academic goals. Students are admired by other school members and attempt to attain academic success. Principal, teachers and parents, all exercise authority to raise standards and contribute for school development (Hoy, Smith & Sweetland, 2002).

Institutional vulnerability

Describes the degree to which the school is vulnerable to external pressures. High vulnerability shows that teachers and principals are vulnerable and provides with the information about its achievements to the parents (Hoy, Smith & Sweetland, 2002).

Elementary level

Level which includes class I to 8.
Chapter 2

2. Literature Review

2.1 Organizational Climate

One of the significant characteristics of any organization is its climate. The climate is of great importance in any organizational development that demands the execution of organizational improvement, and transformation. The concept of organizational climate was introduced traced back in the 1930s by Lewin et al. They attempted to study climate to depict individual feelings or environment they came across in their researches of organizations. In the early 1960’s George Sterns was one of the first researchers who applied the concept of organizational climate to examine higher education institutions. Later this concept was considered by many other sectors and rapidly expanded to school and business organizations. While, there is diversity in the conceptual view of climate, researchers presented several definitions of organizational climate. According to Forehand and Glimer (1964) Organizational climate are the internal attributes of an organization that differentiate one organization from another and influence the behavior of its members. Therefore, it is viewed that the relation of the attributes such as, system, leadership behavior, environment and organizational goals build climate. Atkinson and Frechette (as cited in Selamat, 2013, p.73) defines climate as a “set of attributes specific to a particular organization that may be induced from the organization, deals with its members and its environment.” According to this approach climate is the attribute of an organization which is unrelated of its members’ perception.

According to Schneider (1973) it is not significant how others decide to describe work environment, it is essential to the individual how he perceives the climate. Ali and Patnaik (2014) viewed that though climate has generally related to depict organizations, the term may also be used to represent individual perceptions. This approach is demonstrated to be the most productive in research and has been approved to be the most recognized (Schneider & Reichers, 1983; Glick, 1985). Therefore, it was identified that climate is a shared perception of its members, and different climates can be present in an organization. Hence, organizational climate characteristics in isolation are insufficient to depict climate (Jayce & Salcum, 1984).
In addition, organizational climate is apparent on its policies, structures, practices, approaches, values and attitudes of its members, level of interaction between its members and leaders. The environment in an organization is shaped by practices, procedures, and rewards which are perceived by their members that leads to the conclusion regarding their organizations’ priorities hence, allows them to establish their own priorities (Schneider et al., 1994). Thus, it can be concluded that, as there is considerable diversity among organizational climate concept, there is common consensus that organizational climate emerges from regular, organizational practices that are essential, and defined by member’s perceptions that affect member’s attitudes and behavior. Moreover, the outcomes of behaviors within organization, can influence whether the members feel safe, considered, appreciated, respected, and handled fairly (Peterson & Skiba, 2001).

2.2 The Concept of School Climate

The concept of school climate was initiated in the late 1950s when the researchers recognized work environments in diverse manner. The school climate was first explored by Andrew Halpin and Don Croft and recognized climate as a schools’ personality, the work of their research was published in 1963 that became the basis for further research by other researchers. According to Halpin and Croft (1963) students and other members perceptions regarding the school are significant to develop a positive climate, where teachers offer high standard teaching, students are determine to attain results, and parents have great concerns for their child learning.

Several studies on school climate have been conducted that indicates a relationship between a positive school climate and school’s effectiveness. School effectiveness is influenced by a positive school climate (Freiberg & Stein, 1999; Hoy & Miskel, 2001). The research of Litwin (1968) indicated that by intervening the leadership style, it is likely to develop the school climate within a short span of time. Productive leaders create positive organizational climate. Halpin (1963) found that the behavior of elementary school principals, determine a quality for school climate.

Organizational climate is the set of attributes that differentiate one school from another (Hoy, Smith & Sweetland, 2002). Every School has a climate that characterizes one school from another and effects the behavior of teachers and students (Sergiovanni & Starratt, 1988). Hence, the school climate of one school is
different from another. Sweeney (1988) recommends that school climate is a merger of values, and approaches where all the members contribute to perform their role in the school. Mitchell, Bradshaw and Leaf (2010) validate Sweeney’s definition and confirm that the interaction between the members of the school is influenced by the school climate that is described as shared belief, values, and attitudes. Leaf combines a social aspect as he said that it involves interactions among teachers and students.

The school culture builds its climate. The way teachers and students perceive their school is climate, and why they perceive this way is influenced by culture, values and behavior of the members in schools (Stover, 2005). The organization climate related to those features of the organization that are perceived by members of the organization (Armstrong, 2003). Hoy (2005) stated that school climate signifies those attributes which are perceived by its members. Similarly, an effective school focuses on improving learning process that contributes to enhance students’ performance. Therefore, all the members develop association in the school where the positive climate prevails, which allows the learning process to persistently grow. A literature review recommends that school climate may influence various members including faculty, staff, and students within the schools and interactions among these members and improved learning prospects can enhance school success and minimize the non-adaptive behaviors (McEvoy & Welker, 2000).

School exhibits several types of climate. The environment might be stressful in one school, whereas, the environment might be open and healthy in another. Hoy et al. (1991, p.33) defined open climate as “…high on supportiveness, low on directiveness, low on restrictiveness, high on collegial, high on intimacy, and low on disengagement.” In an open school climate teachers and principals’ behavior is encouraging and collaborative, where teacher shows commitment to their students’ learning. Principal willingly considers teacher’s suggestions and often provide appreciation. The teachers have more freedom and have the autonomy to take risk, carry out their tasks with less supervision, and the affiliation between the teachers is professional (Harris, 2002). The principal is a role model for their teachers who provide support to work collaboratively. Whereas a closed climate is depicted by a lack of legitimacy, and disengaged behavior (Hoy & Miskel, 1987).

School with closed climate are “Low on supportiveness, high on directiveness, high on restrictiveness, low on collegiality, low on intimacy, and high on disengagement.” (Hoy, Tarter & Kottkamp, 1991, p.33). The principal is not a
productive leader, demonstrate directing behavior, exercise authority, and strictly monitor teachers within school. The policies are strict and there is excessive emphasis on regular and insignificant duties and responsibilities. Principal is usually considered rigid and not very supportive. As a result, teachers in closed climate are not committed to their schools (Hoy & Miskel, 1987).

Schools with healthy climate influence their members’ behavior. As per the study of Halpin and Croft (1963), successful school has traits such as: (1) teachers consider themselves protected, and contented (2) teachers constantly maintain their students’ progress (3) principal is positive and caring and (4) the students are protected and study diligently. According to Hoy and Tarter (1992) healthy school is protected from external demands and forces. Moreover, Moran (1998, p.341) stated that “Open schools tend to be healthy ones and healthy schools tend to be open”. In healthy climate, the principal is vibrant, helpful, and establishes high achievable goals. Similarly, in a healthy school teachers establish high goals for their students that are achievable, they are committed, and perform their task collaboratively, students are enthusiastic; admire the success of other students in a school. Whereas, an unhealthy school is vulnerable to external elements (Hoy et al., 1991). Principal is unproductive, provide not enough encouragement and cooperation to teachers. The teacher demonstrates low self-esteem and distrustful of the principal (Hoy & Miskel, 1987). A healthy school climate concentrate on academics, teachers are more creative and the principal have the ability to inspire the teachers and build up their confidence that they have an effect on students’ academic success. (Hoy et al., 1991). Riechl and Sipple (1966), Najeemah (2012), stated that the school with healthy attributes may effect teachers’ commitment. Thus, if climate is open and healthy it encourages the teachers’ willingness to stay in an organization and enhance the level of their teachers’ commitment. According to Miles (1969, p.378) a healthy school is identified by one “that not only survives in its environment, but continues to cope adequately over the long haul, and continuously develops and extends its surviving and coping abilities.” Cooper (2003) describes organizational climate is the working environment which is considered open and caring as perceived by its members. Similarly, the open and healthy organizational environment is the result of its members and management interaction.

Peterson and Skiba (2001) stated that a school with positive climate facilitates in enhancing teacher’s commitment towards the school. Teacher’s perception about
the school climate influence school success and students’ achievement (Berg, 2004). Improved teacher retention is the outcome of a positive school climate (Distefano et al., 2007). In addition, a positive school climate influences teacher’s personal development and professional competencies that is linked to teacher’s commitment (Tarter, Hoy & Kottkamp, 1991). The teachers’ perception that they can effectively influence students’ academic achievement is also linked with positive school climate (Hoy & Woolfolk, 1993), and teachers’ willingness to stay in the school (Fulton, Yoon & Lee, 2005). Role clarity is another positive work environment characteristic, define, formulated goals for their profession, and believe in their role and responsibilities remains major motivating aspects of academic work (Winter, Taylor & Sarros, 2010).

Therefore, it can be concluded that school climate may be defined as a collection of attributes perceived by its members that differentiate one school from another, through a combination of internal and external factors, influencing the behavior of its members negatively or positively.

2.3 Organizational Climate Framework

School climate framework exists in several different forms, two main frameworks of school climate have been evolved over the years for measuring the climate of schools. The two main perspectives that are: (1) openness and (2) health exists in the past literature on school climate (Hoy et al., 1991). The open school framework is the result of the work of Halpin and Croft (1963) on school climate. One of the best known and pioneering instruments developed to evaluate the climate of elementary schools is Organizational Climate Descriptive Questionnaire (OCDQ) (Chance & Chance, 2002). The instrument was later on revised to be used in the middle and high schools. Despite of the modifications to the instrument, the concept remained the same. The OCDQ finally modified as the OCDQ-RE. (Hoy et al., 1991).

Hoy and Clover (1986) described six dimensions of Principal’s and Teacher’s behavior as:

1) Principal’s Behavior
   i. Supportive behavior exhibits a key consideration for teachers. Principal listen teachers carefully and is responsive to their opinions. Provide appreciation constantly and sincerely, and provide constructive criticism
when required. Principal who is supportive, value their teachers’ competencies and demonstrate their concern for their personal and professional development.

ii. *Directive* behavior is inflexible, firm management. Principals exhibit rigid and continuous supervision on teachers and school affairs, look into the minor details.

iii. *Restrictive* behavior restricts teachers performing their tasks rather provide facilitation to their task completion. Principal overwork teachers with assignments, unimportant details, regular insignificant responsibilities, and hinder their job responsibilities with unnecessary expectations and demands.

2) Teacher’s behavior

i. *Collegial* behavior promotes corporation among teachers of the school. Keenly work with others, are passionate, and recognizes the professional skills of other teachers.

ii. *Intimate* behavior indicates the system of social support among teachers. They are familiar with other teachers, meet frequently, enjoy working together and are supportive for other teachers.

iii. *Disengaged* behavior signify absence of significance and concentration to professional activities. Teachers are over burden, involved in meaningless and unproductive team work. They have no shared goals and directions. Teacher’s behavior is frequently not positive and unconstructive for their school.

For school climate, healthy school is another recognized framework. Several researchers contributed to the development of healthy schools’ framework. Healthy organizations successfully utilize their strengths to achieve the objectives of the organizations by effectively managing with disruptive external forces (Hoy & Hannum, 1997). These two frameworks have been utilized to develop several instruments to evaluate school climate that emphasize on the interrelationship among stakeholders in a school.

Later on, researchers identified that various dimensions that are present in these frameworks are repeated and should be merged to develop in one consolidated framework. To construct a consolidated framework these researchers merged the factors of open and healthy schools’ framework that emphasize on similar interactions depicted in prior school climate framework. Therefore, Hoy, Smith, and Sweetland
(2002) developed a research tool Organizational Climate Index (OCI) that combine the openness of the Organizational Climate Descriptive Questionnaire (OCDQ) and the health of the Organizational Health Index (OHI). They narrowed down the dimensions and captured three elements: supportive, directive, & restrictive of the dimension of principal behaviors in the OCDQ and the administrative level dimension in the Organizational Health Index (OHI) to develop the dimension of collegial leadership of Organizational Climate Index (OCI). The three elements (collegial, committed, & disengaged) of the dimension teacher’s behavior in the OCDQ and the dimension of teachers’ level of the Organizational Health Index (OHI) were combined to develop the teacher professionalism dimension of the OCI. Similarly, the three elements (principal influence, resource support, & academic emphasis) of the dimension of administrative level in the Organizational Health Index (OHI) combined to create the academic achievement dimension of the OCI. The OCI dimension institutional vulnerability was formed using the institutional level dimension of the Organizational Health Index (OHI).

Hence, The Organizational Climate Index (OCI) comprises of four dimensions: collegial leadership, teacher professionalism, academic achievement, and institutional vulnerability was formed. Conceptual foundation of the study is based on this consolidated school climate framework developed by Hoy et al. (2002) which examine the interactions among different stakeholders in a school. These four dimensions laid the foundation for this study that focuses on identifying the impact of school climate on teachers’ commitment, as examined by Organizational Climate Index (OCI) framework.

2.4 Dimensions of Organizational Climate

There is diversity, in terms of organizational climate factors. In business settings, Litwin and Stringer (1968) have recognized six dimensions that effect organization climate which comprise: i) structure ii) reward, iii) responsibility, iv) support, v) risk, vi) warmth. Schneider and Barlett (1968) present a comprehensive and structured study of climate dimensions. Whereas, James and Jones (1974) have categorized, five factors. Principal leadership behavior and teacher’s behavior are the dimensions of social interaction that are greatly linked to organizational climate (Hoy, Tarter & Kottkamp, 1991).
Since, school climate comprises of several dimensions that influence, many areas and members, the factors that form schools’ climate are broad and complicated. Therefore, the researcher supports the factors that affect schools’ climate are the four dimensions of OCI: i) collegial leadership, ii) academic achievement, iii) teacher professionalism and iv) institutional vulnerability, as identified by Hoy, Smith, and Sweetland, (2002), are being used to examine the organizational climate in the current study.

2.4.1 Collegial Leadership

The principal who aims for fulfilling teachers’ social needs and accomplishing the school goals. Such principal behavior is supportive, encouraging, willing to make changes, establish realistic goals and treat all members equally. The principal, is responsive and unrestricted, consider teachers as their workmates, and establishes fair demands and teachers’ performance standards (Hoy, Smith & Sweetland, 2002). Therefore, a teacher who is involved in decision making process is more committed to their profession.

School leadership as organizational dimension of the work setting, have an influence on teachers’ commitment (Louis, 1998). In past, various studies revealed that teachers’ commitment is a significant factor for teacher’s performance (Dee, Henkin & Singleton, 2006; Tsui & Cheng, 1999). In addition, researches conveyed a shared perspective that teacher’s commitment is influenced by the principal leadership (Koh, Steers & Terborg, 1995; Ngumi, Sleegers & Denessen, 2006).

Azzara (2001) states that cooperative principal is highly effective because the key of the leadership is the growth of positive relationship with the entire organization. Hoy and Sabo (1998) stated that negative climate contributes to teacher dissatisfaction and lack of interest, principal leadership and teacher commitment are significant elements for school effectiveness. Effective leadership is considered greatly important for stimulating teachers’ commitment and involvement with school reforms (Day, 2000; Fullan, 2002). Therefore, the principal is of great significance in creating and sustaining links between the academic initiatives, teachers’ commitment and effective leadership. Leaders are expected to transform and maintain links between the schools and the school goals, priorities and teaching practices (Elliott & Crosswell, 2001).
School leader plays a key role to create positive school climate that can improve the learning process (Rodriguez, 2007).

According to Purkey and Smith (1983) school leadership is important to school climate. They stated ten traits of leadership that are related to a positive school climate:

1. Defining clearly specified rules for students and workforce.
2. Collaborate with teachers to enhance job satisfaction.
3. Developing an environment that is safe for teachers and students to facilitate positive interaction and collaboration.
4. Provide support and resources to the members of the organization.
5. Developing the school as an interactive social system that provide opportunities for meaningful sharing and involvement by students.
6. Promote communication and relationship between and among students and teachers by managing class size.
7. In order to keep workforce morale high, provide continuous awareness of factors that negatively or positively influence their morale.
8. Promote positive school spirit by several means.
9. Facilitate students to be aware of the application and importance of subject matter.
10. Focus on the students’ academic achievement as a group and individuals.

According to previous research results leadership behavior has a considerable influence on school effectiveness (Southworth, 2004). Smart (2003) stresses that leadership behavior and school effectiveness are strongly linked.

As explored by earlier literature Avey, Palansk and Walumbwa (2011), Cerit (2010) principal leadership behavior are correlated to teacher job performance and organizational commitment. Cerit (2010) also identified that teachers’ commitment is significant influential element for student’s achievement. Nguni, Sleegers, and Denessen (2006) pointed out that leadership behavior can reinforce organizational commitment. School Leaders provide guidance for overall achievement of a school, because many of the factors that contribute in a school success are linked to school climate and to a great level the school climate is influenced by school leadership.

A leadership is a key component of any organizational climate. Previous researches have confirmed the association between leadership and climate. Leaders influence the workplace climate through decision making, giving positive and
productive feedback, building relationship, developing environment for enhancing creativity, professional development, and collaborative behavior (Block, 2003). Leaders in schools have a positive relationship with many factors that are essential for teacher effectiveness, student development and achievement (Waters, Marzano & McNulty, 2003). Therefore, leadership behavior is essential that contribute to student achievement as well.

Lambertz (2002) states that educators and policymakers equally search for framework for productive leadership that is capable of being sustained school development and constant teacher commitment. Therefore, principal behavior that foster teacher’s commitment is crucial to effectively accomplish organizational goals. It contributes towards improving the enthusiasm and competencies of teachers that helps in accomplishing desired school outcomes. Thus, collegial leadership is crucial for enhancing the effectiveness of school.

2.4.2 Teacher Professionalism

Teachers behavior that indicates their commitment and willingness to work together cooperatively with other teachers (Tschannen-Moran, Parish & Dipaola 2006). Such behavior involves teachers considering the professional capability of their colleagues, carrying out their job with passion; offer great support to other teachers, and demonstrate high commitment to facilitate students. Professional teacher behavior is indicated by recognizing their colleagues’ competencies, show respect to others and support each other, dedicated to students, participative decision making, and shared collaboration (Hoy, Smith & Sweetland, 2002). Hence, teachers are committed to a school when they fulfill their tasks by collaborating with other teachers and provide support and cooperation to each other. Halpin (1967) described that when the social professional needs such as help, cooperation and support are fulfilled at the school, teachers indicate high level of job satisfaction. The teachers are cooperative; they fulfill their responsibilities with interest and recognize the professional skills of other teachers. Schools which depict positive school climate actively encourage a climate of corporation, and confidence (Gurr et al., 2005). Corporation and support required to work together is developed over a specific period of time, and does not happen spontaneously (Mulford & Edmunds, 2009). Firestone and Rosenblum (1993) stated that the opportunities provided to the teachers to
collaborate and share their knowledge and resources with other teachers to decrease uncertainty and foster autonomy are linked with teachers’ commitment.

Teacher’s professional requirements must also be recognized, that include participating in workshops and seminars, sharing of teaching resources and educational methods and techniques, as well as subject knowledge is significant to deal with teachers’ professional needs. Hoy and Miskel (2001) identified that teachers who have good interpersonal interaction, are familiar with others and communicate their issues with each other. In addition, teachers offer strong social support for colleagues during difficult situations.

2.4.3 Academic Achievement

According to Hoy, Smith and Sweetland (2002) a school that establish high realistic goals for academic achievement, seek ways to develop an environment that is focused, which drive the students towards academic achievement. Students try hard to achieve academic success and show respect for their teachers and other students. All stakeholders strive for high standards and work for school improvement that leads to high teachers’ commitment. Teachers’ commitment is considered essential for the success of schooling system. This view is built on opinions stating that teachers’ commitment to their school is associated to student achievement (Firestone, Rosenblum & Metz, 1988). Teachers’ commitment shows positive relationship with school effectiveness and is believed to be essential for the progress of the students and achieve desired school outcomes (Riehl & Sipple, 1996). Although, principal contributes toward establishing effective schools, however, available knowledge on the best methods, for the training and development of highly competent teachers is limited (Davis et al., 2005). Therefore, policymakers started assigning more responsibilities on principals due to the influence of principals’ role on student achievement.

Previous researches have made it progressively apparent, that school climate, defined as “the quality and character of school life”, greatly influence academic achievement. Schools that focus on high student achievement drives the school for high academic excellence (Tschannen-Moran, Parish & DiPaola, 2006). Rooney (2003) described that the members of the school are more productive if their primary needs are fulfilled and impart to environment where everyone care for others and constantly upgrade great learning atmosphere. In the past studies, it is proposed that
the student’s achievement is greatly influenced by school climate. Students’ achievement and behavior is influenced by school climate (Brookover et al., 1978). Similarly, several dimensions develop school climate that promote the overall academic achievement of schools (Borger et al., 1985).

“The strength of any profession depends upon the degree of commitment of its members. Teaching is no exception” (Fox, 1964, p.18). Committed teachers carry out the responsibilities efficiently that their profession demands and establish a good teacher-student relationship. It is commonly believed that one of the distinct characteristic that a teacher possesses is their devotion and commitment to the improvement of student academic performance. Fried (2001) supports this view that student achievement is influenced by teachers’ commitment.

Teachers’ commitment is strongly associated to teacher’s work performance and their capability to incorporate fresh views and thoughts into their teaching methods. Absenteeism and teacher turnover have a major impact on student’s learning (Firestone & Graham, 1996; Louis, 1998; Nias, 1981), it is considered that student is the main component in the academic system. Celep (2001) stated that a human being is the most significant factor in any educational institution, as s/he contributes in any role of the input/output process of the institution.

Productive teachers require high commitment which indicates that quality academic success need committed teachers, who play their role efficiently (Hoy, Tarter and Kottkamp, 1991). Singh and Billingsgsley (1998) revealed that lower student’s achievement, and increased teacher absenteeism and teacher turnover, is the result of low level of teacher’s commitment. Committed teachers develop better teacher student relationship in agreement with the professional standards as they have a potential to carry out their responsibilities efficiently that their profession demands.

### 2.4.4 Institutional Vulnerability

The institutional vulnerability is considered as the degree to which a school may be vulnerable to external pressures from parents and community members. High vulnerability proposes teachers and principals are vulnerable and put on the defensive (Hoy, Smith & Sweetland, 2002). This signifies the extent to which the school considers the participation and cooperation from parents and provide them the information regarding its school achievements (Tschannen-Moran, Parish & Dipaola,
A school may assume a low level of teachers’ commitment when influenced by external pressures.

Since, school deals with parents and community members that exert pressure for improving standards, school leaders make every effort to handle these demands; and keep on seeking for innovative methods to upgrade the learning process. A school climate which is healthy demonstrates positive principal, teacher, and student interactions and manages effectively with disruptive external forces.

Teachers and students establish high standards for themselves and trust each other. Principal exhibits every effort to support the teachers, and build better association with the parents and external community (Hoy, Smith & Sweetland, 2002).

2.5 Teacher’s Commitment

One of the significant elements for the progress of any educational institution is teachers’ commitment (Huberman, 1993). Mowday, Steers and Porter, (1982) defined organizational commitment as “the relative strength of an individual’s identification with and involvement in a particular organization.”(p.27). Conceptually, it may be identified by at least three factors: 1) firm acceptance of the organization’s goal; 2) motivation to exercise significant effort on behalf of the organization; and 3) willingness to sustain affiliation with the organization. Teachers who are considered as being committed generally identify their own value system, and have the capacity to develop goals for themselves. Favorable working conditions are significant that cause teachers to be committed and motivate them to effectively perform their job responsibilities (McNeil et al., 1986).

Therefore, committed teachers believe and recognize their school goals, indicate acceptance and motivation to stay within the school and contribute to the school success. Committed employees are more willing to perform their jobs enthusiastically, carry out their task productively and remain in the organization (Mowday, 1998).

Perceived organizational climate provoke motivation that leads to organization behaviors like satisfaction, effectiveness and finally organizational commitment. The organizational success based on the level of employee’s commitment (Oberholster & Taylor, 1999). They further stated that teachers having lower commitment are not as much loyal to the organization, and less concerned with the success of the
organization. Whereas teachers with higher commitment levels perceive themselves as important element of the organizational institution, perform their roles and responsibilities efficiently for the organization as if they belonged to them. Professional commitment is taken as the extent of the employees’ firm believe and association with the organizational goals, and demonstrating significant attempts to maintain the association to their profession (Nazari & Emami, 2012).

Educational research also indicates that organizational climate is connected to teacher’s commitment as it reflects their attachment to their organization. Teachers’ commitment refers to the motivation to put additional efforts to make sure that students can be successful; provide extra time to help and support students when they need, collaborate with parents, to improve the academic standards of the school.

Past studies on teacher’s commitment and school types shows varied results. Gupta and Gehlawat (2013) stated that private school teachers are more committed as compared to public school teachers. Whereas, Gerald (2011) indicates no major difference in teachers’ commitment to their profession with regard to school types. He further stated that older teachers are less committed as compared to younger teachers. Whereas, Garipagaoglu (2013) reported no major variation in teacher’s commitment when age is considered. But, Hanlon (1983) stated that younger teachers are less committed as compared to older ones. The main argument is that, if a more desirable work environment is developed, the result will be increased job commitment and job satisfaction.

Commitment may be of several types; hence it is perceived by the researcher in a range of different manners (Riehl & Sipple, 1996). The members in the working environment practice diverse levels of commitment during different phases. Previous researches revealed that an individual who is committed to his job may not certainly be so to the organization he works for (Wiener & Vardi 1980; Morrow, 1983).

In schools, teacher’s commitment may be of three types. Commitment to teaching, demonstrating a high level of psychological attachment of the teacher to their profession (Coladarci, 1992). Second is commitment towards the clients, referred to the level of teacher enthusiasm to assist in student learning, despite of their educational complexities and promotes their social interaction within school (Kushman, 1992). Dworkin (1987) states that exhausted teachers are not very caring towards students, have less patience, suffer more anxiety and do not strive to promote the quality of their academic instructions. The third being commitment towards
organization. When the individual goals and the organizations’ goals are integrated, affective commitment results. Affective commitment is persistent, apparently crucial and significant attribute of organizational commitment (Mercurio, 2015). Therefore, affective commitment signifies a condition when a person is associated to a specific organization, and expands effort to attain organizational goals. A substantial body of research revealed that additional effort and more dedication is the result of high level of organizational commitment to accomplish organizational goals that are strongly connected to organizational effectiveness (Dee, Henkin & Singleton, 2006). Smith (2009) states that those teachers who gain encouragement and cooperation from their leaders are more committed to the school success. Peterson and Skiba (2001) stated that a school with encouraging and positive climate facilitate in enhancing teacher’s commitment for the school.

Organizational job demands, getting positive response and excellence environment ultimately influences employees’ job commitment (Karsh, Bookse & Sainfort, 2005). Guzley (1992) identifies that a motivation to expand significant effort for the organization to achieve goals is one of the characteristic of organizational commitment. Efforts linked to those teachers who have an ability to manage their working conditions are more committed to the organization (McMurry, Scott & Pace, 2004). Therefore, school leaders should strive to facilitate positive teacher perceptions that are crucial for the organization climate and teachers’ commitment. There is firm basis for recognizing that teachers can create a major difference, and when supported by the professional development, provide quality teaching consistently and transmit remarkable progress to facilitate student learning (Rowe, 2003).

Several researches have been conducted to determine the correlations between school climate and teachers’ commitment. Collie, Shapka and Perry (2011) conducted a research in British Columbia and Ontario in Canada with the participants of 664 public school teachers indicated that positive school climate is linked with teachers’ commitment. The findings of Najeemah (2012) research to examine the relationship between the school climate dimensions also indicated positive relationship with teachers’ commitment. In another study conducted by Douglas (2010) in Alabama in which 1353 teachers participated, the findings revealed that collegial leadership and teacher professionalism were the contributors of teachers’ commitment. Academic achievement and institutional vulnerability indicated no correlation with teachers’ commitment. Smith (2009) study where participants are 522 primary school teachers
in Alabama revealed the similar findings, the best predictor for teacher commitment were teacher professionalism, collegial leadership and academic achievement.

Educational studies identified some attributes of committed teachers and principals as 1) continuously consider improving their teaching methodologies; 2) constantly assess their personal performance and others performance; 3) working together to provide educational resources; 4) assist one another to improve teaching methods (Balci, 1993).

Through the review of literature, it is apparent that positive relationship is existing between school climate and teachers’ commitment. Previous studies supported the impact of organizational climate dimensions on teachers’ commitment. The concept of organizational climate and its dimensions have validated to be positive indicators for desired outcomes. School effectiveness, academic success, job performance, achieving overall school goals and teachers’ commitment are few of the desired outcomes. Since, teachers having high levels of commitment are willing to work hard and express greater association to their schools and exhibit great interest to achieve aims and objectives as compared to teachers who have low levels of commitment. Therefore, the basis for enhancing teachers’ commitment requires to develop the positive school climate. The current study attempted to determine the relationship between organizational climate and teachers’ commitment and the impact of four dimensions of organizational climate on the level of teachers’ commitment in elementary private schools, Karachi.
Chapter 3

3. Research Methodology

This chapter presents the research design, participants, data collection methods, tools, measure and ethical considerations. The research aimed to examine the impact of school climate on teacher’s commitment that is considered one of the significant factors for the school success.

3.1 Research Structure

This study’s frame work consists of an examination of the impact of organizational climate on teacher’s commitment in elementary private schools of Karachi. Organizational climate comprises of four dimensions including: collegial leadership, teacher professionalism, academic achievement and institutional vulnerability used as independent variables. Whereas, teachers’ commitment was used as dependent variable. Correlation was used to measure the relationship between the four dimensions of organizational climate and teachers’ commitment (See Figure 1),

Figure 1: The conceptual correlation between variables in this study.
and regression analysis was performed to examine the impact of school climate dimensions as mentioned above on teacher’s commitment.

3.2 Design

This study used quantitative method using correlation design. The study focused on elementary private schools in Karachi. The quantitative design is considered more useful to gather required data from a representative sample of a large population. Therefore, the survey method is used for data collection on school climate and teacher’s commitment from elementary private schools in Karachi. As per the research work of Gay, Mills & Airasian (2006) the collection of required data using questionnaire would be effective, and has distinct advantage over other data collection methods. It is less expensive; less time needed and allows to gather data from a large sample. A sufficiently large sample is taken from the representative population, decreases the possibility of personal bias in quantitative method. In this study co

relational design was chosen to measure variables and analyzes the data to see whether the variables are related. Punch (2003) suggested that the study of correlation between variables is the basis of quantitative research. School climate is a phenomenon best examined by using quantitative research methods (Kraska, 2008). Correlation method can supply information that permits anticipation based on relations. In the current study, the relationship between the school climate and teachers’ commitment was examined using correlation design. Correlation method permits the study of several variables in a study, and identifies the extent of correlation between variables. This research was to examine whether a correlation exists between school climate and teachers’ commitment. According to Gay, Mills and Airasian (2006) Regression analysis give a more thorough examination since it allows to determine the influence of each climate dimension on teacher’s commitment, managing all other climate variables, and identifies that regression model is more accepted mainly because of its accuracy and versatility.

Therefore, the quantitative method selected for the study permits to determine a relationship between school climate and teachers’ commitment and, the impact of four dimensions of school climate on teachers’ commitment in elementary private schools of Karachi.
3.3 Sampling

According to Fried (2005) a sample is a smaller collection of units from a population used to examine truths about that population. Nation (1997) states that samples are easy to manage and control; thus to achieve a job using a sample is simple compared to accomplishing a job using an entire population that is generally difficult. Gorard (2003) states that although the use of whole population under study is preferable, but a sample selected vigilantly is as practical and appropriate as the use of whole population. In view of this, a sample was used for the study that was carried out among elementary private school teachers whose age, gender, experience and educational background varied. The current study used convenience sampling technique because of the time constraint as this technique is considered least time consuming. Convenience sampling is a procedure that collects the information from the sample that is readily accessible (Zikmund, 1997). The collection of large number of surveys readily and with economy, commonly uses convenience sampling (Lym et al, 2010). According to Federal Bureau of Statistics (2000) the total number of private schools in Karachi is 3822. The questionnaires were administered to 230 elementary private school teachers in middle class areas of Karachi, schools selection was based on their willingness to participate. Teacher’s participation was absolutely voluntary. All required attempts were made to maintain teachers’ anonymity and confidentiality. Out of 230 questionnaires, 180 were found to be valid and useable. The response rate of the questionnaire was 78%. The majority of the participants were female teachers comprised of 68.9%, while 31.1% were male participants. The ages of the participants ranged between 20 to 52 years. In terms of education level, majority of the participants were degree holders with 62.2%, while 37.8% of participants had master’s degree. Teaching experience of participants ranged from a minimum of one year to maximum of 12 years.

Researchers have suggested participant-to-variable ratios, as large a ratio as 40:1 and as small a ratio as 10 participants to each predictor. Because of the limitations of participant-to-variable ratios, some researchers recommend a minimum of 100, or, even 200, participants are required despite of the number of variables (Kerlinger & Pedhazur, 1973). However, Green (1991) suggests a combination formula N>50+8p better than a participant-to-variable ratio. Since, the objective of
the research is to identify the individual predictors, therefore, a sample size of 180 is considered appropriate to test the hypothesis.

3.4 Data Collection Instruments

As the objective is to determine the correlation between school climate and teachers’ commitment, the data collection strategy used was the questionnaire survey. As it has high acceptability, rapid response, reliability, and simple to carry out (Bourdon et al., 2005). Researches on organizational climate generally use survey method and emphasize on the perceptions of organization members (Sweetland & Hoy, 2000; Smith, 2002; Johnson & Stevens, 2006). Guthrie and Scheurmann (2010) stated that for gathering information regarding a school’s climate, survey is an effective method.

The instrument Organizational Climate Index (OCI) created by Hoy, Smith, and Sweetland, (2002) used to measure school climate. The OCI is a valid instrument to examine school climate, consisting of 30 items and takes teachers a few minutes to complete. It is an open questionnaire and can be downloaded from the authors’ website. The OCI is composed of Organizational Climate Descriptive Questionnaire (OCDQ) and Organizational Health Inventory (OHI). The OCDQ formed to evaluate the openness of school, for different levels: elementary, middle, and high school that possesses many dimensions (Hoy & Sabo, 1998; Hoy, Tarter & Kottamp, 1991). The survey tool focuses mainly on principal and teacher behavior and evaluates the school climate on a spectrum of open to closed climate. Hoy et al. (1987) formed the Organizational Health Inventory (OHI) that contains several dimensions to examine the health of the schools, Thus, Organizational Climate Index (OCI) was formed as consolidated framework by combining the dimensions of the OHI and the OCDQ. The OCI has four dimensions: collegial leadership, which deals with the association between principal and teachers; academic achievement which is the teacher, parent and principal support and contribution for students’ accomplishment; teacher professionalism concern with the association among teachers; institutional vulnerability, examine the association between parents and school; and the Responses to the items on the questionnaire are on a 4 point Likert scale style (see table 1)
The teachers were asked to express the extent to which they agreed with statements such as:

“The principal is friendly and approachable”
“The school is vulnerable to outside pressures”
“The school sets high standards for academic performance”
“Teachers help and support each other”

The reliability of the instrument was measured using the Cronbach alpha for the present study. The Cronbach alpha was .87 that signifies that the survey tool is consistent and valid. According to McMillan (2004), reliability coefficient lower than .60 is believed as weak. Generally, the test is more reliable when the reliability coefficient is nearer to 1.0. Although the minimum satisfactory level varies among test types (Gay, Mills & Airasian, 2006). They further stated that the dimensions are likely to have lower coefficients than the entire tool. The reliability coefficients for the dimensions ranged from teacher professionalism .82, academic achievement .83, collegial leadership .62, and institutional vulnerably .70.

To examine teachers’ commitment the survey instrument Organizational Commitment Questionnaire (OCQ) created by Mowday, Steers & Porter (1979) was incorporated that identifies the important elements of commitment. The most frequently used measurement OCQ contains 15 items and uses a 7-point Likert-type scale (see table 2)

<table>
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<th>Level of response</th>
<th>Score</th>
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<tr>
<td>Strongly Agree</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
</tr>
</tbody>
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4-point Likert-type response categories
Table 2  
7-point Likert-type response categories

<table>
<thead>
<tr>
<th>Level of response</th>
<th>Score</th>
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<tr>
<td>Slightly disagree</td>
<td>3</td>
</tr>
<tr>
<td>Neither disagree nor Agree</td>
<td>4</td>
</tr>
<tr>
<td>Slightly agree</td>
<td>5</td>
</tr>
<tr>
<td>Moderately agree</td>
<td>6</td>
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<tr>
<td>Strongly agree</td>
<td>7</td>
</tr>
</tbody>
</table>

Likert-type scales use fixed choice response formats and are developed to evaluate opinions (Bowling, 1997). These ordinal scales determine levels of agreement/disagreement.

The most widely cited authors measuring organizational commitment, Mowday, Steers, and Porter (1979), formed OCQ that has been widely used in numerous researches and shown high reliability ranging from .81 to .93 (Abston, 2015; Chien-Hung & Wen-Cheng, 2012; Smith, 2009; Bozeman & Perrew, 2001; Hochwarter, Perrew, Ferris, & Gercio, 1999; Mildward & Hopkins, 1998). The instrument Organizational Climate and teacher Commitment Questionnaire, which comprises of three sections. Section A requires demographic information about the participants; Section B examined the four dimensions of organizational climate and section C measured teacher’s commitment.

3.5 Measure

Thorndike and Dinnel (2001, p.3) explained statistics as methods “used to summarize quantities of information”, and help researchers to “draw sound conclusion”. Thus, statistics offer assistance to the researcher to provide sense to the
data collected, to determine particularly in this study, the correlation that may be present between school climate and teacher commitment. To summarize and interpret the result of the research, descriptive statistics are helpful. Therefore, for the current study, descriptive statistics (mean score) and standard deviation were calculated to examine the level of teachers’ commitment. Inferential statistics, Pearson’s correlation coefficient, a parametric test for investigating the level of relationship between variables. To measure the impact of four dimensions of school climate on teacher commitment regression analysis was computed. Statistical software SPSS (Statistical Package for Social Sciences) was used to test hypothesis. To examine internal consistency conbach alpha was computed.

3.6 Ethical Consideration

Ethics was taken into consideration while conducting this research. Permission from the principals of the schools was taken before beginning the research in schools. A letter stating the research topic, the purpose of the study and information about the researcher was provided. The researcher described clearly the significance of the research and the privacy of their responses that the data would not be shared with another entity or organization. The complete anonymity of their responses was assured. Nosek (2002) emphasizes that attempts should be made to maintain anonymity of the participants. It is therefore, essential to maintain participant’s identity confidentiality.

3.7 Summary

As the objective is to measure the relationship between school climate and teacher’s commitment, a correlational research design using survey method was used. A description of the population targeted for the study, and the data collection process and tools/ instrumentation were also outlined in this chapter. The research participants were heterogeneous in the sense that their age, gender, experience and educational background varied. Statistical software SPSS (Statistical Package for Social Science) version 17.0 was used to analyze the quantitative data. Descriptive statistics were used to determine the level of teachers’ commitment, and inferential statistics were used to test the hypothesis.
Chapter 4

4. Research Findings

This chapter reports the result analysis and interpretation of the relationship between school climate and teacher’s commitment. The study used a Pearson Correlation to measure the correlation between each dimension of school climate and teachers’ commitment. To examine the hypothesis established for this study, Regression analysis was computed to identify, that which climate dimensions, were predictors of teachers’ commitment. Cronbach alpha was computed on all measures to determine internal consistency and reliability.

4.1 Reliability

The study used two survey instruments: The Organizational Climate Index (OCI) and the Organizational Commitment Questionnaire (OCQ). OCI was used to evaluate school climate for elementary private school teachers, and the Organizational Commitment Questionnaire (OCQ) was used to examine the teachers’ commitment. The OCI comprises of four dimensions: collegial leadership, teacher professionalism, academic achievement, and institutional vulnerability for school climate. These four dimensions are used in the research as independent variables, measured by 30 items of the Organizational Climate Index (OCI) questionnaire, and the dependent variable is teacher commitment which was examined by the 15 items, of Organizational Commitment Questionnaire (OCQ). The Cronbach alpha (a) measured the consistency or reliability of the four factors of the Organizational Climate Index (OCI): collegial leadership, teacher professionalism, academic achievement, and institutional vulnerability. Reliability test on items as well as dimensions were examined to get the internal consistency of the instrument, whether the instrument produce the similar results when used by different researchers at different times, for different settings, and different sample.

The Organizational Climate Index (OCI) questionnaire comprised eight items for first three variables and six for the fourth, respectively. The OCQ comprised 15 items to evaluate commitment. Table 3 present Cronbach alpha for variables in the study.
Table 3

*Reliability Statistics for Questionnaire*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Cronbach alpha</th>
<th>Number of items in Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collegial leadership</td>
<td>0.629</td>
<td>8</td>
</tr>
<tr>
<td>Teacher professionalism</td>
<td>0.826</td>
<td>8</td>
</tr>
<tr>
<td>Academic achievement</td>
<td>0.834</td>
<td>8</td>
</tr>
<tr>
<td>Institutional vulnerability</td>
<td>0.700</td>
<td>6</td>
</tr>
<tr>
<td>Overall</td>
<td>0.874</td>
<td>30</td>
</tr>
<tr>
<td>Teacher’s commitment</td>
<td>0.700</td>
<td>15</td>
</tr>
</tbody>
</table>

The result indicates that the value of Cronbach alpha is within good and acceptable range. The overall reliability of all the school climate variables is 0.874 and teacher’s commitment is 0.700. The variables measured in the study affects the size of the reliability coefficient, for example, achievement test in academic and skills areas, is likely to have high reliability than interest and attitude inventories (Wiersma & Jurs, 2009). The commonly agreed upon lower limit for Cronbach alpha is 0.70, however in exploratory research it may decrease to 0.60 (Hair et al., 2006). As such cronbach alpha value of 0.629 was accepted for collegial leadership.
Table 4

*The Dimensions of Organizational Climate*

*Mean score indicator: 1.00 - 2.99 (Low), 3.00 - 4.99 (Moderate) and 5.00 – 7.00 (High)*

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational climate</td>
<td>2.39</td>
<td>.64</td>
<td>Low</td>
</tr>
<tr>
<td>Collegial leadership</td>
<td>1.77</td>
<td>1.27</td>
<td>Low</td>
</tr>
<tr>
<td>Academic achievement</td>
<td>1.72</td>
<td>1.03</td>
<td>Low</td>
</tr>
<tr>
<td>Teacher professionalism</td>
<td>3.22</td>
<td>1.09</td>
<td>Moderate</td>
</tr>
<tr>
<td>Institutional vulnerability</td>
<td>2.51</td>
<td>1.11</td>
<td>Low</td>
</tr>
<tr>
<td>Teacher’s commitment</td>
<td>4.48</td>
<td>.94</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

Table 4 presents the mean and standard deviation for the four dimensions of organizational climate and teachers’ commitment. Results of descriptive statistics of research variables showed that overall organizational climate reached ($M=2.39$). Among the organizational climate dimension, the findings indicated that teacher professionalism has the highest mean score among all dimensions ($M=3.22$), the second highest dimension of organizational climate was institutional vulnerability, with a mean of ($M=2.51$). As a whole, the result indicates that respondents perceived a relatively low level of health in organizational climate. The findings also suggested that the level of several organizational climate dimensions were low. The mean responses to teacher’s commitment were 4.48, which indicate that teachers have a moderate level of commitment for their organization.
4.2 Correlations

One of the objectives of the research was to investigate whether there is a significant correlation exists between school climate and teacher’s commitment. In order to find this, the correlation analysis was performed between overall school climate and teachers’ commitment. Table 5 displays the findings of the correlation analysis.

Table 5
The Relationship of Perceived Organizational Climate and Teacher’s Commitment

<table>
<thead>
<tr>
<th>Organizational climate</th>
<th>Teacher’s commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Climate</td>
<td>1</td>
</tr>
<tr>
<td>Teacher’s Commitment</td>
<td>0.392**</td>
</tr>
</tbody>
</table>

Table 5 displays the correlation between organizational climate and teacher’s commitment. The result indicates a significant positive relationship between overall school climate and teacher’s commitment (r = .392, p < .01).
Table 6

*Correlation Coefficients*

<table>
<thead>
<tr>
<th></th>
<th>Teachers commitment</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collegial Leadership</td>
<td>.639**</td>
<td>.000</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>.215**</td>
<td>.004</td>
</tr>
<tr>
<td>Teacher Professionalism</td>
<td>.118</td>
<td>.114</td>
</tr>
<tr>
<td>Institutional Vulnerability</td>
<td>-.260**</td>
<td>.000</td>
</tr>
</tbody>
</table>

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

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

Table 6 displays correlation analysis for each of the four dimensions of school climate. The findings indicated that, several of the school climate dimensions are correlated with the teacher’s commitment, only teacher professionalism indicated no correlation to teacher’s commitment. There is a positive correlation between variables collegial leadership and teacher commitment, where the value of correlation coefficient is \( r = .639^{**}, p < .01 \); Academic achievement has a significant correlation with teacher’s commitment \( r = .215^{**}, p < .01 \). Whereas, institutional vulnerability indicates a significant negative relationship \( r = -.260^{**}, p < .01 \) with teachers’ commitment. Further analysis was done to identify if there is any significant impact of dimensions of school climate on teacher’s commitment as shown in Table 9.
4.3 Regression Analysis

Regression analysis on dimensions: collegial leadership; teacher professionalism, academic achievement, and institutional vulnerability was computed to analyze their effect on teachers’ commitment. (see Table 7).

Table 7

\textit{Regression Analysis}

\textit{Model Summary}

\begin{tabular}{|c|c|c|c|c|}
\hline
Model & R & R Square & Adjusted R Square & Std. Error of the Estimate \\
\hline
1 & .689\textsuperscript{a} & .475 & .463 & .695 \\
\hline
\end{tabular}

\textsuperscript{a} Predictors: (Constant), collegial leadership, teacher professionalism, academic achievement, institutional vulnerability

Table 7 present the model summary of regression analysis. The four dimensions were input as independent variables. The combined influence was 47\% of the variance in teacher commitment (Ajd.\(r^2\) = .463). The result provides the value of (R= .689).
Table 8

**ANOVA**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>Df</th>
<th>Mean square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>4</td>
<td>19.107</td>
<td>39.579</td>
<td>.000a</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>175</td>
<td>.483</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>160.911</td>
<td>179</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), collegial leadership, teacher professionalism, academic achievement, institutional vulnerability

b. Dependent Variable: teacher commitment

Table 8 shows the statistical significance of the regression analysis that was computed. The ANOVA indicates the significant value of .000, and revealed that overall, the teacher’s commitment depends on collegial leadership, teacher professionalism, academic achievement, and institutional vulnerability.
Table 9

Regression Analysis to Predict Teachers’ Commitment.

Coefficients*

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized coefficients</th>
<th>Standardized coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>3.982</td>
<td>.212</td>
<td>18.787</td>
<td>.000</td>
</tr>
<tr>
<td>Collegial Leadership</td>
<td>.453</td>
<td>.042</td>
<td>.609</td>
<td>10.704</td>
</tr>
<tr>
<td>Teacher Professionalism</td>
<td>.030</td>
<td>.048</td>
<td>.035</td>
<td>.629</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>.074</td>
<td>.051</td>
<td>.081</td>
<td>1.446</td>
</tr>
<tr>
<td>Institutional Vulnerability</td>
<td>-.212</td>
<td>.047</td>
<td>-.248</td>
<td>-4.512</td>
</tr>
</tbody>
</table>

* Dependent Variable: Teacher Commitment

The regression analysis was computed with the four dimensions: collegial leadership, academic achievement, teacher professionalism and institutional vulnerability, that were input as independent variables and teacher commitment input as dependent variable, table 9 provides with the necessary information to predict teacher commitment. The findings revealed that collegial leadership (B = .45, P < .01) and institutional vulnerability (B = -.21, P < .01) were the predictors of teacher’s commitment. Whereas, the other dimensions; teacher professionalism, and academic achievement, have no significant impact on teacher’s commitment.
Table 10

Hypothesis Assessment Summary

<table>
<thead>
<tr>
<th>Statement of hypothesis</th>
<th>Sig. value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1 The collegial leadership has significant impact on teacher’s commitment.</td>
<td>.000</td>
<td>Retain</td>
</tr>
<tr>
<td>H2 The academic achievement has significant impact on teacher’s commitment.</td>
<td>.150</td>
<td>Reject</td>
</tr>
<tr>
<td>H3 The teacher professionalism has significant impact on teacher’s commitment.</td>
<td>.530</td>
<td>Reject</td>
</tr>
<tr>
<td>H4 The institutional vulnerability has significant impact on teacher’s commitment.</td>
<td>.000</td>
<td>Retain</td>
</tr>
</tbody>
</table>

To test the hypothesis of the study regression analysis was computed to determine the impact of climate dimensions: collegial leadership, academic achievement, teacher professionalism, and institutional vulnerability on teacher’s commitment.

Overall, the dimensions of OCI identify a relationship to teacher’s commitment (\(\text{Ajd.} r^2 = .46\)). The regression analysis for each dimension of school climate revealed that collegial leadership (B= .45, p < .01) and institutional vulnerability (B= -.21, p < .01) had significant independent impact on teacher’s commitment. Teacher professionalism (B= .03, ns) and academic achievement (B= .07, ns) showed no significant independent impact on teacher commitment. Therefore, it is clear from the regression model that the most important independent variables that effect teacher’s commitment are collegial leadership and institutional vulnerability.

4.4 Summary

This chapter presented the result analysis and interpretation of the data obtained from the study to determine the correlation between school climate and teachers’ commitment in elementary private schools of Karachi. The reliability of the research tool was examined using Cronbach alpha test that indicated significant reliability. The Pearson correlation was computed to determine the correlation
between school climate and teachers’ commitment and regression analysis was computed to investigate the impact of school climate dimensions on teachers’ commitment. The findings confirmed a relationship between school climate that exists in elementary private schools and teacher’s commitment. The results revealed that the collegial leadership was identified as one of the contributing factor for enhancing teacher’s commitment. Since, the collegial leadership is linked to teacher’s commitment, it is essential that the principal strive to create positive school climate, with the collaboration of teachers, student and parents. This facilitates student learning and academic achievement, teacher’s professionalism, and definitely, parent contribution in the school activities so as to increase teacher’s commitment.
5. DISCUSSION AND RECOMMENDATIONS

This chapter number five will discuss the research findings, and limitations. Implications for research are suggested and will put recommendations for future research.

5.1 Discussions on the Findings of the Study

The results of this study postulate that the level of overall teachers’ commitment was moderate in general in elementary private schools of Karachi. The study revealed the school climate significance to the teachers’ commitment. The findings reflect a correlation between school climate that exists in elementary private schools of Karachi and teacher’s commitment.

The main finding was regarding the relationship between the school climate dimensions and teachers’ commitment. The result indicates that collegial leadership has strong and positive association with teacher’s commitment; the important finding was that institutional vulnerability indicates a significant negative correlation with teacher’s commitment. Whereas, teacher professionalism signify no relationship to teacher’s commitment.

To examine the impact of school climate dimensions on teacher commitment, regression analysis was performed. Based on the analysis, the findings suggest that collegial leadership and institutional vulnerability were the predictors of teachers’ commitment. Moreover, the findings revealed that the teacher professionalism and academic achievement failed to be the predictors of teachers’ commitment.

A previous research of Smith (2009) conducted in Alabama using similar instrument proves a correlation existing between the school climate dimensions and teachers’ commitment. The study revealed a relationship between collegial leadership, academic achievement, and teachers’ professionalism, towards teacher commitment. Though the current study supports Smith (2009) findings that the correlation exists between two Organizational Climate Index (OCI) dimensions the collegial leadership, and the academic achievement towards teacher commitment. However, Smith’s study revealed that there was no correlation between institutional vulnerability and teacher
commitment. According to (Hoy et al. 1991; Smith, 2009) the extent to how much a school is vulnerable to pressures from parents and community, does not seriously influence teachers’ commitment. Whereas, the current study indicated that institutional vulnerability showed significant negative relationship with teachers’ commitment. The Smith (2009) research indicated teachers’ professionalism as a contributor of teacher’s commitment. Whereas, regression analysis in the current study revealed that collegial leadership and institutional vulnerability have impact on teachers’ commitment while teacher professionalism and academic achievement indicated no effect on teachers’ commitment.

The current research revealed that a correlation exists between collegial leadership and teachers’ commitment. Tarter et al. (1990) recognized leadership behavior as a crucial factor in enhancing teacher commitment. This study revealed that collegial leadership influenced teachers’ commitment. The findings are aligned with the Singh & Billingsley (1998) findings that teachers’ commitment increases when principal nurture a collegial school climate. The findings are also aligned with the findings of Mahdieh, Syed, and Korouch (2013) in that healthy climate is a result of competent leadership, specified as one of the factors of the organization that required to be considered to attain outstanding academic achievement. The findings are also consistent with the Louis (1998) findings that the school leadership as organizational dimension of the work setting have an impact on teacher’s commitment. Moreover, researches convey a shared perspective that teacher’s commitment is influenced by the principal leadership. Effective leadership is considered greatly important for stimulating teachers’ commitment and involvement with school reforms (Day, 2000; Fullan, 2002). Nguni, Sleegers, and Denessen (2006) stated that leadership behavior can reinforce organizational commitment. Smith (2009) states that those teachers who gain encouragement and cooperation from their leaders are more committed to the overall school success.

The current research indicated that a correlation exists between academic achievement and teachers’ commitment. The result is consistent with Firestone, Rosenblum and Metz (1988) stating that teachers’ commitment to their school is associated to student achievement. A positive school climate is linked with teacher’s perception that they can effectively influence students’ academic achievement (Hoy & Woolfolk, 1993), and teachers’ willingness to remain in the school (Fulton, Yoon & Lee, 2005). Brookover et al. (1978) revealed that student achievement and behavior is
influenced by school climate. There is firm basis for recognizing that teachers can create a major difference, and when supported by the professional development, provide quality teaching consistently and transmit remarkable progress to facilitate student learning (Rowe, 2003). Fried (2001) supports this view that teachers’ commitment is associated with students’ academic achievement.

5.2 Implications of the Study

The results of the study have implications for the school leaders and principals that make the efforts to enhance teachers’ commitment. The schools are expected to have committed teachers, where the school leaders define the high standards for the school, treat teachers equally and are cooperative, friendly and approachable. However, at the same time set clear expectations for teachers. Principal investigates all aspects of the topic, must consider alternatives by recognizing that others’ opinion exists. Principal considers putting teachers’ suggestions in operation and is willing to effect change when required. However, according to Tarter et al. (1989) change is one of the major problem for all principals. Teachers are usually unwilling to accept change as the teachers are unsure of the effects of change on them. As such, principal should deal with teachers as professionals and partners in change to develop a positive organization climate that permits teacher collaboration.

Principals should create an environment where the teachers experience protection and support of the principal, and should foster association with the teachers by implementing participative decision making process. Teachers exhibit high level of commitment when involved in decision making process (Firestone & Pennell, 1993). Teachers are keen to put extra efforts for their organizations where they experience the encouragement and cooperation of the principal. This study aligns with the study of Riehl & Sipple (1996) that stated that when the principal is supportive, teachers exhibit high commitment and are willing to work for their school improvement. Principal positive role for enhancing teacher’s autonomy and control are significant factors for enhancing teachers’ commitment. Furthermore, a well planned and systematized school demonstrates high teachers’ commitment. According to Tarter et al. (1989) teachers are committed to their organizations when principal influences on the environment by fostering professional support, and professional development. Whereas, the principal who exercises only authority will possibly discourage
teachers’ participation and decrease their level of commitment. Therefore, schools should create a climate where the teachers consider themselves supported and encouraged by their principals.

Previous studies showed the relevance between collegial leadership and teachers’ commitment. As per Chen & Cheng (2011) principal leadership effects teachers’ job performance. Similarly, teachers’ job performance is influenced by organizational commitment (Wang, 2010). Teachers’ job performance will be low, when principal demonstrates an assertive leadership behavior whereas, when principal demonstrates a shared leadership then teachers will exhibit high commitment and job performance (Meyers & Gelzheiser, 2001; Pearce & Herbik, 2004). The findings of the current study also support this view. Teacher is willing to make an effort to enhance their commitment to a school when they are supported by the principal. Smith (2009) indicated that when principal is supportive, teachers are more committed to their schools.

Smith and Ingersoll (2004) stated that inexperienced teachers, who gain encouragement, are more willing to continue teaching and remain with the school. In addition, the more the encouragement provided to experienced teachers, the less likely they will leave the school. The principal’s leadership deeply affects the teacher’s decision to remain in the school (Wynn, Wilson & Patall, 2005; Wynn & Patall, 2006). The school leaders who pay more attention on the interpersonal relationships within the school contribute more to teacher retention. Horng, Klasik, and Loeb (2010) also stated that development of positive climate by the school leaders results in more teachers job satisfaction within school. Therefore, schools with greater leadership support are linked with positive school climate with high level of satisfaction, dedication for achieving school goals, and teachers’ commitment. Similarly, the supportive principals’ behavior is positively linked to teacher’s commitment (Devos, Tuytens & Hulpia, 2014). The results of the research are aligned with the previous researches that teachers are more committed when guided by principal who is considerate and supportive, impart positive influence, and provide professional support in non-threatening way (Tarter et al., 1989). Principal should be supportive and promote the collegial environment that provide the opportunities for teachers professional development. Past researches confirmed that an organizational climate influence the commitment of its members. Hence, school climate influence teacher’s
commitment. As a result, teachers who are committed to their schools greatly influence the overall schools’ effectiveness.

This study indicates the significant correlation between the student achievement and teacher’s commitment; therefore, emphasizing teacher’s commitment for school improvement could lead to improved academic achievements; Similarly, Riehl and Sipple (1996) confirmed that the teacher commitment is a significant factor for the school success, specifically student progress and learning outcomes. School leaders should develop the favorable learning environment by establishing great measures for assessing academic achievement that drives the students towards academic success, where students collaborate with each other and strive to achieve better academic results.

Hoy, Tarter and Kottamp (1991) suggests that productive teacher requires high organizational commitment and that student’s high academic achievement requires committed teachers. It was revealed in the literature that the better student’s academic performance is the result of positive school climate (Anderson, 1982). Moreover, school climate positively effects the learning environment (Freiberg, 1998). Similarly, principals, teachers and students have a positive significant relationship with each other in healthy school environment. The principal is positive, supportive and approachable to teachers and students. Teachers perform their job responsibilities by collaborating with other teachers in a friendly environment and are pleased to work in their schools. Teachers consider that their students attain good results when they provide support to them for their academic performance (Hoy et al., 2002). Fraser (1994) evaluated 40 studies and revealed that school climate is greatly linked with students’ achievement.

5.3 Recommendations

The positive school climate is essential for school effectiveness. It is therefore, required to form a school climate policy to create a positive climate that enhance teachers’ commitment, and which in turn effect student’s academic achievement. Since policy alone cannot change climate, implementation of the school climate improvement action plan is the first step towards positive change. School principals should have awareness about the climate prevalent in their schools because it does influence teacher’s commitment. Principals specifically require to focus on the school
climate to promote positive relationships in the school that will contribute to the school climate development, and allow participation of the community in the school activities that promote relationship with them and thus, results in positive influence on student achievement. In order to raise awareness, schools need to build a forum where all the stakeholders including school leaders, administrators, teachers, parents, students and other staff share information, raise their issues concerning school climate and deal with them collaboratively. They should endeavor to create school networks to share strengths and discuss challenges through a process of feedback from all the members of the school and involve them as active participants and as change agents.

School progress and development is achieved with trained, competent leadership that is aware of the needs of their members. Therefore, in order to develop positive climate, schools should plan and conduct trainings for their members on school climate and to upgrade leadership style of principals that allow them to contribute in developing a positive school climate. Moreover, the school leaders should be provided with opportunities to attend seminars that enhance their leadership practices which will contribute in enhancing quality and high performance of the school so that their education vision can be achieved. Schools should develop a shared purpose, an engaging school climate where shared leadership is present and work together with all the members of the school to resolve issues, share authority and decision making.

It is mainly essential for educators to be informed of different approaches to evaluate teachers’ perception that directly impacts school climate. They should get information from school climate survey and give specific consideration to what teachers believe are the major restraints for creating positive perceptions of school climate. Therefore, the school management should research, develop and implement regular assessments and climate surveys to measure school climate using research based tools that go with the local context. Moreover, school climate has a powerful effect on teacher retention rates and researches highlight and support the concept that a positive school climate provides an effective learning environment.
5.4 Limitations and Future Research

Future research is required to incorporate additional variables such as motivation, teamwork, creativity and performance that are relevant to school climate. Since School climate can be examined using different tools and from different perspectives. This study focused on the Organizational Climate Index (OCI), therefore, its results are restricted to the dimensions examined by this tool. Many characteristics of school climate are not covered by this instrument and hence not focused in this study. Future studies should measure the school climate with various other dimensions.

A current study includes teachers of elementary schools only, middle and high school teachers should be included in future studies. Comparative studies between the public and private sector schools should be conducted to identify the nature of the existing organizational climate. Moreover, further research on the organization climate should be conducted with larger sample size.

This research depicts only teachers perceptions, the perception of other stakeholders of school which develop the organization climate and have a major influence such as principals, students, parents and other staff were not considered in this study.

5.5 Conclusion

The study reached at the following conclusions: firstly, the commitment level of elementary private school teachers is moderate in general. Secondly, the findings revealed a significant positive relationship between school climate and teacher’s commitment. Among the dimensions of school climate, collegial leadership and academic achievement showed significant positive correlation with teachers’ commitment. However, institutional vulnerability showed significant negative relationship with teachers’ commitment. Finally, collegial leadership and institutional vulnerability were the contributors of teacher’s commitment. According to the findings of the study, efforts to develop the positive organizational climate could be a worthwhile strategy for improving teachers’ commitment. Thus, to achieve teachers’ commitment, school leaders should recognize the importance of the school climate. Principals should develop a positive and healthy climate for teachers in order to enhance their willingness to stay in the organization, make an effort to attain
organizational goals, developing an effective communication system in the school that promote teachers clear understanding and enables them to respond accordingly. The principal should consider the feedback from the teachers and alter his/her decision on that basis, show concern and interest in teachers’ development and work for improving their working conditions. Since, teachers will be more committed and supportive to the schools when they are involved in decision making process. Therefore, the teachers should be engaged by the principal in the decisions, specifically, related to goal setting. Making positive changes in the policies, procedures and rules will result in positive change in organization climate when teachers perceive the changes as favorable to them.

Thus, to build a positive school climate, principals require to acknowledge the significance of teachers in the school. The emphasis should be given to create a conducive environment that motivates teachers and improve their performance that will lead to improved teachers’ commitment. The committed teachers have been recognized as the significant element that contributes to the students’ achievements and overall success of school. Therefore, it is suggested that the efforts should be made by the principal to focus on creating a positive climate and provide support that contributes to promote a quality work environment, and developing shared leadership by allowing teachers to involve in decision making process.

Thus, schools should persist to seek ways of constant progress and development of school climate that leads to the improved teacher’s commitment by believing that this is one of the indicator of overall school success. The information gained through such study can be worthwhile for the school administration and teachers that strive to refine the characteristics of the school climate which are not perceived positive.
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Appendices

Appendix A

Request to participate in Research

Dear Research Participant,

I am currently enrolled in the MS program at Institute of Business Management (IoBM), and I am in the process of writing my MS thesis. The purpose of the research is to determine the impact of organizational climate on teacher’s commitment. The enclosed questionnaire has been designed to gather information on your perceptions about your school climate. Your participation in this research is completely voluntarily. Your responses will remain confidential and anonymous.

Thank you for your interest and participation.

Consent Form

I have read and understood the above information about the research. I understand that my participation is voluntary and I give my consent to take part in the study.

Participant’s Signature ________________________________
Appendix B

Demographic Survey
Please complete the following information:

<table>
<thead>
<tr>
<th>Grade level you are now teaching</th>
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<tbody>
<tr>
<td>K-2</td>
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<table>
<thead>
<tr>
<th>Age Group</th>
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<td>18-24</td>
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<td>[ ]</td>
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<table>
<thead>
<tr>
<th>Gender: Female</th>
<th>Male</th>
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<tbody>
<tr>
<td>_______</td>
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<table>
<thead>
<tr>
<th>Highest degree earned</th>
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<tbody>
<tr>
<td>BA/BS</td>
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<table>
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<tr>
<th>Teaching experience</th>
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<tr>
<td>___________yrs</td>
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</table>
Appendix C

Organizational Climate Index (OCI)
APPENDIX C
ORGANIZATIONAL CLIMATE INDEX SURVEY

OCI
DIRECTIONS: THE FOLLOWING ARE STATEMENTS ABOUT YOUR SCHOOL.
PLEASE INDICATE THE EXTENT TO WHICH EACH STATEMENT
CHARACTERIZES YOUR SCHOOL BY CIRCLING THE APPROPRIATE RESPONSE.
R O = Rarely Occurs  S O = Sometimes Occurs  O = Often Occurs  V F O = Very Frequent Occurs

1. The principal explores all sides of topics and admits that other opinions exist
   RO    SO    O    VFO

2. A few vocal parents can change school policy
   RO    SO    O    VFO

3. The principal treats all faculty members as his or her equal
   RO    SO    O    VFO

4. The learning environment is orderly and serious
   RO    SO    O    VFO

5. The principal is friendly and approachable
   RO    SO    O    VFO

6. Select citizens groups are influential with the board
   RO    SO    O    VFO

7. The school sets high standards for academic performance
   RO    SO    O    VFO

8. Teachers help and support each other
   RO    SO    O    VFO

9. The principal responds to pressure from parents
   RO    SO    O    VFO
10. The principal lets faculty know what is expected of them

   RO   SO   O   VFO

11. Students respect others who get good grades

   RO   SO   O   VFO

12. Teachers feel pressure from the community

   RO   SO   O   VFO

13. The principal maintains definite standards of performance

   RO   SO   O   VFO

14. Teachers in this school believe that their students have the ability to achieve academically

   RO   SO   O   VFO

15. Students seek extra work so they can get good grades

   RO   SO   O   VFO

16. Parents exert pressure to maintain high standards

   RO   SO   O   VFO

17. Students try hard to improve on previous work

   RO   SO   O   VFO

18. Teachers accomplish their jobs with enthusiasm

   RO   SO   O   VFO

19. Academic achievement is recognized and acknowledged by the school

   RO   SO   O   VFO

20. The principal puts suggestions made by the faculty into operation

   RO   SO   O   VFO

21. Teachers respect the professional competence of their colleagues

   RO   SO   O   VFO
22. Parents press for school improvement

RO SO O VFO

23. The interactions between faculty members are cooperative

RO SO O VFO

24. Students in this school can achieve the goals that have been set for them

RO SO O VFO

25. Teachers in this school exercise professional judgment

RO SO O VFO

26. The school is vulnerable to outside pressures

RO SO O VFO

27. The principal is willing to make changes

RO SO O VFO

28. Teachers ‘go the extra mile’ with their students

RO SO O VFO

29. Teachers provide strong social support for colleagues

RO SO O VFO

30. Teachers are committed to their students

RO SO O VFO
Appendix D

Organizational Commitment Questionnaire (OCQ)
ORGANIZATION CLIMATE AND TEACHER’S COMMITMENT

APPENDIX D
ORGANIZATIONAL COMMITMENT QUESTIONNAIRE
THE ORGANIZATIONAL COMMITMENT QUESTIONNAIRE
(MOWDAY, STEERS, AND PORTER, 1979)

For each statement, Place a (√) in the box which best describe your opinion. The key to the options is given below:

(1) strongly disagree: (2) moderately disagree: (3) slightly disagree:
(4) neither disagree nor Agree: (5) slightly agree: (6) moderately agree:
(7) strongly agree. An "R" denotes a negatively Phrased and reverse scored item.

1. I am willing to put in a great deal of effort beyond that normally expected in order to help organization be successful.
   
   1[ ] 2[ ] 3[ ] 4[ ] 5[ ] 6[ ] 7[ ]

2. I talk up this organization to my friends as a great organization to work for.
   
   1[ ] 2[ ] 3[ ] 4[ ] 5[ ] 6[ ] 7[ ]

3. I feel very little loyalty to this organization. (R)
   
   1[ ] 2[ ] 3[ ] 4[ ] 5[ ] 6[ ] 7[ ]

4. I would accept almost any type of job assignment in order to keep working for this organization.
   
   1[ ] 2[ ] 3[ ] 4[ ] 5[ ] 6[ ] 7[ ]

5. I find that my values and the organization's values are very similar.
   
   1[ ] 2[ ] 3[ ] 4[ ] 5[ ] 6[ ] 7[ ]

6. I am proud to tell others that I am part of this organization.
   
   1[ ] 2[ ] 3[ ] 4[ ] 5[ ] 6[ ] 7[ ]
7. I could just as well be working for a different organization as long as the type of work was similar. (R)

8. This organization really inspires the very best in me in the way of job Performance.

9. It would take very little change in my present circumstances to cause me to leave this organization. (R)

10. I am extremely glad that I choose this organization to work for over others I was considering at the time I joined.

11. There's not too much to be gained by sticking with this organization indefinitely. (R)

12. Often, I find it difficult to agree with this organization's policies on important matters relating to its employees. (R)

13. I really care about the fate of this organization.
14. For me this is the best of all possible organizations for which to work.

15. Deciding to work for this organization was a definite mistake on my part. (R)