

**RESEARCH PAPER****Organizational Environment : A Case of Public Secondary Schools
Lahore****¹Azmat Uzma, and ²Dr. Hina Munir***

1. M.Phil. Scholar, Department of Education, University of Education, Lahore, Punjab, Pakistan
2. Assistant Professor, Department of Educational Leadership & Policy Studies, University of Education, Lahore, Punjab, Pakistan

Corresponding Author hina.munir@ue.edu.pk**ABSTRACT**

The research study was conducted to find the organizational environment in terms of principals' leadership behavior and also in terms of teachers' behavior at secondary level. The research study was quantitative with the survey method. The population comprises public secondary schools from the Lahore district. Two-stage sampling technique was used to collect the data. In the first stage, stratified random sampling in the second stage simple random sampling technique was used. Overall, the total number of the participant were 40 secondary schools and 480 teachers. Adapted questionnaire was used and analyzed by using the SPSS. On the basis of analysis, the high level of agreement was found on the organizational environment in terms of principals' leadership behavior and also in terms of teachers' behavior. It is recommended that future research focused on the comparison between the teachers' and principals' perception as well regarding the organizational environment.

Keywords: Organizational Environment, Teachers, Secondary, Principals, Public, School**Introduction**

Organizations serve as the structural backbone of various sectors, providing frameworks for coordination, resource allocation, and goal attainment (Robbins & Judge, 2019). Within these entities, organizational structures delineate hierarchical arrangements, roles, and responsibilities, facilitating efficient operations and decision-making processes (Adeyemi, 2008). Effective organizations exhibit characteristics such as clarity of purpose, flexibility, and adaptability to change (Kahn, 2020). They play a vital role in mobilizing human and material resources towards common objectives, thereby contributing to productivity, innovation, and sustainability (Luthans & Doh, 2018).

In parallel, the environment within which organizations operate exerts a significant influence on their functioning and outcomes (Grenville et al., 2014). External factors such as market dynamics, regulatory frameworks, and technological advancements shape organizational strategies and responses (Jahanzeb et al., 2021). Internally, organizational culture, leadership styles, and resource allocation practices contribute to the creation of distinct organizational climates (Lewis et al., 2019). These environments, characterized by norms, values, and communication patterns, influence employee attitudes, behaviors, and performance (Spillane et al., 2019).

By specifically focusing on factors of principals' behavior such as individualization, supervision, role modeling, cooperation with others and the factors of teachers' behavior such as disengagement with the institute, workload, satisfaction with work, and relations with other teachers, this study aims to provide a comprehensive understanding of the dynamics at play within secondary school environments (Leithwood et al., 2020; Hammond, 2013). Through a nuanced analysis of these factors, the study aims to offer insights that can inform educational policymakers, school administrators, and other stakeholders in their

efforts to create supportive and effective organizational climates that promote teacher effectiveness and enhance student outcomes.

Literature Review

Every organization, whether or not it is for business, has a distinct culture. The organization has a dynamic, ever-changing atmosphere. Since environmental changes happen often these days and provide a number of challenges, managers and organizational leaders need to be alert for them (Ahmad, 2013). Everything that influences an organization's operations, whether favorably or badly is considered its surroundings. Environment includes abstract ideas like how a company appears as well as more distantly visible elements like the nation's political and economic issues (Neal, 2009 & Ahmad, 2013).

Careful examination is required of the environmental factors, both apparent and abstract. The knowledge required to choose the best plan is produced through a thorough and methodical examination (Aktas, 2011) managers cannot create successful strategies based only on conjecture and intuition. They need to take use of relevant information that naturally emerges from their organization's environment study (Schneider, 2013; Aktas, 2011; Batlolona, 2018).

Background of Organizational Environment

Social scientists began researching different work settings in the late 1950s, and this is when the idea of organizational environment first emerged (Ahmad, 2018). Although researchers with an interest in educational organizations made the preliminary attempts to quantify and describe organizational environment components scholars of business organizations quickly realized the concept's value (Byles, 2005). The goal of organizational environment is to account for how organizations change over time and figure out how social, economic, and political factors impact the relative number and variety of these entities.

Importance of Organizational Environment

The organizational environment encompasses both the internal and external factors influencing an organization, plays a critical role in shaping its strategies, operations, and overall success. The area is extensive, covering various dimensions such as culture, structure, external market conditions, regulatory frameworks, and technological advancements. The importance of organizations in our society is significant. A society's growth and well-being depend on its organizations (James, 1974; Mabekoje, 2017). As members of a society, take part in and are employed by several organizations. Thus, it is reasonable to conclude that organizations have a big impact on our lives. Participation in organizations as citizens, clients, patients, students, and workers (Aktas, 2011).

Organizations have a crucial role in how our society functions. Organizations are working to improve the level of life and our reputation abroad in the fields of industry, education, health care, and defense (Pratami, 2018). Burke (2005) explores how organizational culture, a significant internal environmental factor, affects firm performance. Burke (2005) argues that a strong, unique culture can be a source of sustained competitive advantage. The study underscores the importance of alignment between an organization's culture and its strategic goals, emphasizing that culture shapes employee behavior and attitudes, which in turn impact productivity and innovation. Men, money, procedures, and stuff are the four components that are commonly acknowledged as making up a successful organization. The human person is the one and only factor that all organizations have in common (James et al., 2004; Aktas, 2011; Pratami, 2018).

Aspects of Principal's Leadership Behavior

The principal's actions that influence, motivate, direct, and advise employees, parents, pupils, and other relevant parties to collaborate towards predetermined objectives are known as principal leadership behaviors. In order to establish this function, the principal has to have a strong and positive demeanor. The following section discusses a few of Principal's most notable actions.

Individualization

Individualization is the practice by some principals of keeping a safe distance from the instructors and refraining from becoming close to them. They scrupulously adhere to all laws and regulations and demand that their subordinates do the same (Ahmad, 2018). Individualization emphasizes personalized learning experiences that cater to the unique needs, strengths, and interests of each student. This approach contrasts with traditional, one-size-fits-all educational models. Because instructors typically dislike the authoritarian authority of the boss, this attitude interferes with the educational institution's efforts to maintain a positive and supportive learning environment (Demir, 2020).

Supervision

Halpin (2007) and Haerofiatna, (2021) asserts that certain leaders' authoritarian and controlling behavior has an impact on the environment of an organization. The staff becomes unhappy as a result. A principal who places a focus on output holds the belief that employees perform well while under stress and time constraints (Mann, 2010). Mann (2010) believes that if all attention is focused on doing job, it will reduce interpersonal disputes and disagreements among the personnel over various concerns. This kind of primary behavior affects how the personnel fulfils their duties and, in turn, has an impact on the workplace culture (Marcoulides, 1993).

Role Modeling

Role modeling refers to the process of demonstrating behaviors, attitudes, and values that serve as examples for others to emulate. It involves embodying desirable traits and behaviors in various contexts, such as work, education, family, and society. Role models inspire, motivate, and influence others by setting positive examples and demonstrating the characteristics and qualities that others aspire to attain. The concept of role modeling plays a significant role in personal development, leadership, mentorship, and socialization. Some principals use role modeling to demonstrate the kind of conduct they want from their staff members. They establish the standard and assist the team in upholding it. If the principal puts in a lot of effort, the employees will be extrinsically and intrinsically driven and will like what they do (Schneider, 2010). Teachers, professors, and mentors serve as role models for students, inspiring academic excellence, intellectual curiosity, and personal growth.

Cooperation with Teachers

Cooperation with teachers encompasses various dimensions, including active participation in class, seeking assistance when needed, and maintaining open lines of communication. The environment of the workplace is influenced by interactions between the principal and the workers. If the principal is attentive, attends to staff's needs, and takes an intimate interest in issues with employees, pupils, and parents while demonstrating a deep interest in and sympathy for them (Chang, 2013). Such a principal's attitude has advantageous a consequence on the core of leadership in the workplace is demonstrating compassion for educators, parents, and kids.

Cooperation with teachers is a fundamental aspect of the educational process, facilitating effective learning, student engagement, and academic success. It involves collaboration, communication, and mutual respect between students and teachers, with the shared goal of facilitating learning and fostering intellectual growth. When fundamental needs are satisfied, both instructors and students perform at their best. This fosters a caring environment where people look out for one another and inevitably results in a great teaching and learning environment (Chang, 2013; Ahmad, 2013; Fitria, 2018). Cooperative relationships between students and teachers are conducive to academic success, as they facilitate effective communication, support, and guidance. Students who actively cooperate with teachers are more likely to excel academically, meet learning objectives, and achieve their educational goals.

Aspects of Teacher's Behavior

It is crucial that teachers play a part in creating a positive environment at the institution. As a system of social interaction, the institute encourages connections between its constituents professors get along amongst the administrator, students, parents, and each other (Ahmad, 2018). The interactions between lecturers and students shape the institute environment. Halpin (1966) and Haerofiatna, (2021) distinguished four behavioral traits of instructors and their effects on the environment. These traits include closeness, disengagement, work load, and esprit (Rivai, 2019)

Disengagement with Institute

In accordance with Halpin (2006), disengagement denotes a lack of dedication in to the organization. Teachers at such a disinterested institute spend their time on unimportant things (Burke, 2005). Disengagement often stems from a lack of motivation or interest in the activities or environment of the institute. This could be due to a mismatch between the individual's personal goals and the institute's objectives, uninspiring teaching methods, or a feeling of disconnection from the institute's values and culture.

Work Load

According to Halpin (2006), the phrase work load is used to characterize certain instructors' attitudes towards paperwork and extracurricular institute activities. Instructors reportedly view these tasks as workloads that add to their teaching obligations (Chang, 2013). These teachers, according to Owens (2001), consider regulations, paperwork, and other administrative tasks superfluous and solely focused on teaching. Such an instructors dislike keeping class attendance records, documenting test results, making daily preparation notes, and contacting with parents (Pratami, 2018). According to Silver (1983), other instructors view administrative tasks as beneficial in aiding the attainment of instructional objectives (Pratami, 2018; Byles, 1991; Chang, 2013).

Satisfaction with Work

Satisfaction with work is crucial for employee well-being, motivation, and productivity, and it contributes to organizational success and retention of talent. Halpin (2006) claims that esprit refers to contentment with their professional and social requirements as instructors.

Teachers assist, encourage, and collaborate with one another in a setting marked by strong esprit and successes (Ahmad, 2018).

Relation with Other Teachers

A phrase called intimacy is used to depict the type of interaction that occurs between educators in a facility (Halpin, 2007). Teachers in some institutions may have high levels of intimacy, while teachers in other institutions may have low levels of intimacy, or in some institutions, there could not be any intimacy at all between professors; yet, high intimacy indicates a tight relationship between teachers (Burke, 2005). In a highly intimate institution, teachers get to know each other well and discuss personal issues. They continue to socialize both inside and outside of institute this type of connection does not end there (Dibble, 2000; Burke, 2005; Hoy, 2013).

Material and Methods

Research design is the structured framework that outlines the systematic and logical plan to conduct a research study (Leedy & Ormrod, 2015). The current research study was quantitative and the survey method was used to achieve the objectives of this study. To conduct the present research study all the secondary schools of Lahore district were considered as the population of the study. The Two-stage sampling technique was used to collect the data. In the first stage, 40 schools (20 Boys and 20 Girls) were selected by using a stratified random sampling technique. In the second stage, 12 teachers per school were selected randomly (240 male teachers and 240 female teachers). Thus, the sample size for this study was 480 teachers from the selected schools (20 boys and 20 girls) at secondary level. Adapted tool "Questionnaire for Organizational Environment (QOE)" were used to conduct this study. Which were contained 3 sections in which 1st section consisted on demographic variables regarding principals (i.e., age, gender qualification, teaching experience). The 2nd section contained principals' behaviors that were comprised of 16 statements. The 3rd section contained on aspects of teachers' behavior that were comprised of 14 statements. The questionnaire was comprised of Five-Point Likert scale.

To confirm the validity of the instrument, which was were presented to five experts in related fields who provided feedback and suggestions for improvement, And to measure the reliability of the instruments through Cronbach alpha with the value .78 which was satisfied. The data was collected with the permission of the authority and with consent of the participants which were the teachers of the secondary school. The data was analyzed by using IBM's statistical package for the social sciences version 22, commonly known as SPSS.

Results and Discussion

Table 1
Demographics Information of Principals with Frequency and Percentage

Variables	F	%
Gender		
Male	20	50
Female	20	50
Age		
25-30 Years	9	22.5
31-35 Years	18	45
Others	13	32.5
Qualification		
M.Phil.	11	27.5
PhD.	19	47.5
Others	10	25
Experience		
1-5 Years	14	35
6-10 Years	26	65

Notes: (n=40)

Table 1 shows the percentages and frequencies of the demographic variables of principals. The results shows that there were 20 (50%) male principals and 20 (50%) female principals. Overall, of 9 (22.5%) were aged between 25-30 years old,

18 (45%) were aged between 31-35 years old, and 13 (32.5%) belonged to other age groups. Among the principals, 11 (27.5%) hold an M.Phil. degree, 19 (47.5%) hold a Ph.D. degree, and 10 (25%) hold other qualification degrees. Overall, of 14 (35%) principals had experience with 1-5 years and 26 (65%) with 6-10 years of experience.

Table 2
Mean and SD results of principals' leadership behavior in terms of individualization

Statements	M	SD
The principals' interaction with the staff is formal.	3.28	1.05
The rules set by the principal are never questioned.	2.88	.99
Faculty meetings are mainly principal-report meetings.	3.28	.88
The principal develops and implements clear, logical policies and procedures.	3.45	.98

Notes: (n=480, M=Mean, SD=Standard Deviation)

Table 2 shows the Mean and Standard Deviation result of organizational environment in terms of principals' leadership behavior i.e., individualization of work in secondary schools. The mean scores of all items placing it within a moderate range of agreement, whereas on the other hand, the standard deviation scores also indicates no variability among teachers' perceptions except the one item "principals' interaction with the staff is formal" which indicate the very low variability among the teachers.

Table 3
Mean and SD results of principals' leadership behavior in terms of Supervision

Statements	M	SD
The principal supervises the teacher's work regularly.	3.80	.79
The principal corrects the teachers' mistakes.	3.57	.95
The principal ensures that the teachers work hard.	3.80	.99
The principal gets employees to work together as a team	3.82	1.09
The principal encourages teacher's participation in official work.	3.77	.94

Notes: (n=480, M=Mean, SD=Standard Deviation)

Table 3 shows the Mean and Standard Deviation result of organizational environment in terms of principals' leadership behavior i.e., supervision for teachers at secondary level. . The mean scores of all items placing it within a high range of agreement, whereas on the other hand, the standard deviation scores also indicates no variability among teachers' perceptions except the one item "The principal gets employees to work together as a team" which indicate the very low variability among the teachers.

Table 4
Mean and SD results of principals' leadership behavior in terms of Role Modeling

Statements	M	SD
The principal sets a good example of hard work for his staff.	3.76	1.03
The principal comes early and stays late in the institute.	3.82	.88
The principal shows friendly and enthusiastic behavior.	3.85	.94
The principal operates in a highly imaginative and creative manner.	3.61	.90

Notes: (n=480, M=Mean, SD=Standard Deviation)

Table 4 shows the Mean and Standard Deviation result of organizational environment in terms of principals' leadership behavior i.e., role modeling at secondary level. The mean scores of all items placing it within a high range of agreement, whereas on the other hand, the standard deviation scores also indicates no variability among teachers' perceptions except the one item "The principal sets a good example of hard work for his staff" which indicate the very low variability among the teachers.

Table 5
Mean and SD results of principals' leadership behavior in terms of Cooperation with teachers

Statements	M	SD
The principal provides staff guidance in their official work.	3.72	.77
The principal helps teachers in solving their personal problems/grievances.	3.46	1.02
The principal shows high levels of support and concern for teachers.	3.61	1.00

Notes: (n=480, M=Mean, SD=Standard Deviation)

Table 5 shows the Mean and Standard Deviation result of organizational environment in terms of principals' leadership behavior i.e., cooperation with teachers at secondary level. The mean scores of all items placing it within a great range of agreement, except the one item which mean value (M= 3.46) placing the moderate range of agreement, whereas on the other hand, the standard deviation scores also indicates very low variability among teachers' perceptions except the one item "The principal provides staff guidance in their official work" which indicate no variability among the teachers.

Table 6
Mean and SD results of Teachers' behavior in terms of Disengagement with institute

Statements	M	SD
Most of the teachers plan to leave the institute and join some other setup.	2.89	1.06
The teachers bicker and criticize each other.	3.09	1.06
Teachers are divided into groups and cliques.	3.13	1.10

Notes: (n=480, M=Mean, SD=Standard Deviation)

Table 6 shows the Mean and Standard Deviation result of organizational environment in terms of teachers' behavior i.e., disengagement with institute at secondary level. The mean scores of all items placing it within a moderate range of agreement, whereas on the other hand, the standard deviation scores indicates very low variability among teachers.

Table 7
Mean and SD results of Teachers' behavior in terms of Workload

Statements	M	SD
Teachers have more clerical work to do than instructional work.	3.55	1.07
Teachers have other responsibilities that obstruct their teaching work.	3.89	.91
The teachers are overloaded with work schedule.	3.58	1.00
The teachers have too many committee requirements.	3.54	.86

Notes: (n=480, M=Mean, SD=Standard Deviation)

Table 7 shows the Mean and Standard Deviation result of organizational environment in terms of teachers' behavior i.e., workload at secondary level. The mean scores of all items placing it within a great range of agreement, whereas on the other hand, the standard deviation scores also indicates no variability among teachers except the one

item “Teachers have more clerical work to do than instructional work” which indicate the very low variability among the teachers.

Table 8
Mean and SD results of Teachers’ behavior in terms of Satisfaction with work

Statements	M	SD
The teachers enjoy a sense of professional accomplishment and achievements.	3.39	.86
The teachers work energetically and enthusiastically.	3.72	.76
Teachers are mutually respectful and helpful.	3.79	.81
The morale of teachers is high.	3.60	1.02

Notes: (n=480, M=Mean, SD=Standard Deviation)

Table 8 shows the Mean and Standard Deviation result of organizational environment in terms of teachers’ behavior i.e., satisfaction with work at secondary level. The mean scores of all items placing it within a great range of agreement, except the one item which mean value (M= 3.39) placing the moderate range of agreement, whereas on the other hand, the standard deviation scores also indicates no variability among teachers’ perceptions except the one item “The morale of teachers is high” which indicate very low variability among the teachers.

Table 9
Mean and SD results of Teachers’ behavior in terms of Relation with Teachers

Statements	M	SD
The teachers invite other faculty members to visit them at home.	2.86	.87
Teachers are close friends and like open books for each other.	3.26	.96
Teachers discuss their private problems in order to help solve them.	3.54	.83

Notes: (n=480, M=Mean, SD=Standard Deviation)

Table 9 shows the Mean and Standard Deviation result of organizational environment in terms of teachers’ behavior i.e., relation with other teachers at secondary level. The mean scores of all items placing it within a moderate range of agreement, except the one item which mean value (M= 3.54) placing the great range of agreement, whereas on the other hand, the standard deviation scores also indicates no variability among teachers.

Conclusion

The study investigated various aspects of the organizational environment related to principals’ leadership behavior, including individualization, supervision, role modeling, and cooperation with others. The study was concluded that organizational environment in terms of principals’ leadership behavior i.e individualization was found moderate level of agreement whereas supervision, role modeling, and cooperation with others were found high level of agreement among teachers at secondary level. The findings indicated that while principals demonstrated strengths in certain areas such as developing clear policies and procedures, there were areas where improvement was needed, such as providing opportunities for teacher input during faculty meetings. These insights contribute to a comprehensive understanding of the organizational climate in secondary schools.

The research also explored teachers’ behavior within the organizational context, including their levels of disengagement with the institute, workload, satisfaction with work, and relations with other teachers. The study was concluded that organizational environment in terms of teachers’ behavior i.e disengagement with the institute, and relation with other teachers was found moderate level of agreement whereas workload and satisfaction with work were found high level of agreement among teachers at secondary level. The findings revealed that teachers generally expressed satisfaction with their work and exhibited positive behaviors such as mutual respect and support among colleagues.

However, there were areas where improvement could be made, such as addressing workload concerns and enhancing collaboration among teachers.

Recommendations

On the basis of the result the study recommended that researchers may conduct longitudinal studies to examine changes in teachers' perceptions of their work performance over time. On the basis of the finding it is also suggested that comparison may be conducted between the teachers' and principals' perception, and also may compare teachers' perceptions of work performance throughout many educational environments, including public versus private schools and urban versus rural schools.

References

- Adeyemi, T. (2008). Organisational Climate and Teachers' Job Performance. *Asian Journal of Information Technology*, 7(4), 138-145.
- Ahmad, H. (2013). Relationship between Job Satisfaction and Organizational Culture among Teachers. *Procedia - Social and Behavioral Sciences*, 832-836.
- Ahmad. (2018). Organizational climate and job satisfaction: Do employees' personalities matter. *Management Decision*, 56(2), 421-440.
- Aktas, E. (2011). The effect of organizational culture on organizational efficiency: The moderating role of organizational environment. *Procedia-Social and Behavioral Sciences*, 34.
- Batlolona, J. (2018). Organizational Climate of the School and Teacher Performance. *Applied Ergonomics*, 34(4), 281-291.
- Burke, W. (2005). A causal model of organizational performance and change. *Journal of management*, 18(3), 523-545.
- Byles, J. E., (2005). Life space and mental health: a study of older community- dwelling persons in Australia. *Aging & Mental Health*, 19(2), 98-106
- Chang, C. (2013). Organizational culture and instructional innovations in higher education: Perceptions and reactions of teachers and students. *Educational Management Administration & Leadership*, 42(1).
- Demir, S. (2020). The Role of Self-Efficacy in Job Satisfaction, Organizational Commitment, Motivation and Job Involvement. *Eurasian Journal of Educational Research*, 20(85).
- Dibble, C. (2000). The Importance of Organizational Structure for the Adoption of Innovations. *Management Science*, 46(10), 1285-1299.
- Fitria, H. (2018). The influence of organizational culture and trust through the teacher performance in the private secondary school in Palembang. *International Journal of Scientific & Technology Research*, 7(7), 82-86.
- Grenville, Jennifer & Buckle, Simon & Hoskins, Brian & George, Gerard. (2014). Climate Change and Management. *The Academy of Management Journal*. 57(3), 615-623.
- Halpin, A.W. (2006). Change and organizational climate. *Journal of Educational administration*, 5(1), 5-25.
- Halpin, H., (2007). The complex dynamics of collaborative tagging. In Proceedings of the 16th international conference on World Wide Web, 211-220.
- Hammond, L. (2013). Research on teaching and teacher education and its influences on policy and practice. *Educational Researcher*, 45(2), 83-91.
- Hoy, W. (2013). Teachers' Sense of Efficacy and the Organizational Health of Schools. *The Elementary School Journal*, 93(4), 355-372.
- Jahanzeb, S., De Clercq, D., & Fatima, T. (2021). Organizational Injustice and Knowledge Hiding: the Roles of Organizational Dis-Identification and Benevolence. *Management Decision*, 59(2), 446-462.

- James, C. A., Karsh, B. T., & Sainfort, F. (2003). Quality Management and the Work Environment: An Empirical Investigation in a Public Sector Organizationn. *Applied ergonomics*, 34(4), 281-291.
- James, L. (1974). Organizational Climate. A Review of Theory and Research. *International Journal of Science and Research*, 7(2), 119-126.
- Kahn W. A., Barton M. A., & Fellows S. (2020). Organizational crises and the disturbance of relational systems. *Academy of Management Review*, 38(3), 377– 396.
- Leedy, P. D., & Ormrod, J. E. (2015). *Practical Research. Planning and Design* (11th Ed.). Boston, MA: Pearson.
- Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2020). *How leadership influences student learning*. Review of Research. *The Wallace Foundation*.
- Lewis, C. C., Mettert, K. D., Dorsey, C. N., Weiner, B. J., Stanick, C. F., Lengnick- Hall, R., ... & Powell, B. J. (2019). Measures of Organizational Culture, Organizational Climate, and Implementation Climate in Behavioral Health: A Systematic Review. *Implementation Research and Practice*, 2.
- Luthans, F., & Doh, J. P. (2018). *International Management: Culture, Strategy, and Behavior*. McGraw-Hill.
- Mabekoje, S. (2017). Effects of Organisational Climate and Health on Teachers'. *Research on Humanities and Social Sciences*, 7(12).
- Mann, L. (2010). Queue culture: The waiting line as a social system. *American journal of sociology*, 75(3), 340-354.
- Marcoulides, G. (2003). Organizational culture and performance: Proposing and testing a model. *Organization science*, 4(2), 209-225.
- Neal, A. (2009). The impact of organizational climate on safety climate and individual behavior. *Safety science*, 34(3), 99-109.
- Owens, B. P., (2001). Expressed humility in organizations: Implications for performance, teams, and leadership. *Organization Science*, 24(5), 1517-1538.
- Pratami, R. (2018). Influence of School Principal and Organizational Climate Supervision on Teachers' Performance. *International Journal of Scientific & Technology Research*, 7(7), 228-236.
- Rivai. (2019). Organizational Culture and Organizational Climate as a Determinant of Motivation and Teacher Performance. *Advances in Social Sciences Research*, 6(2).
- Schneider, B. (2010). Organizational climates. *Personnel psychology*, 28(4), 447-479.
- Schneider, B. (2013). Organizational climate and culture. Culture. *Annual Review of Psychology*, 64(1), 366-388.
- Spillane, J. P., Seelig, J. L., Blaushild, N. L., Cohen, D. K., & Peurach, D. J. (2019). Educational system building in a changing educational sector: Environment, organization, and the technical core. *Educational Policy*, 33(6), 846-881.