



# Organizational Climate, Teacher Effectiveness, Emotional Intelligence And Mental Health Of Secondary School Teachers

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## Abstract

The job of teaching is becoming physically and mentally challenging task due to administrative pressure, institutional climate and other outside assignments especially after Covid pandemic, as a result teacher's effectiveness, mental health, emotional intelligence has been affected badly. The purpose of this study was to investigate the status of all these variables of secondary school teachers. The study adopted a quantitative approach, by collecting data from 1403 Secondary School teachers of district Kishtwar, Ramban and Doda of Union territory of Jammu and Kashmir which were randomly selected in the study. teacher effectiveness scale (self designed and standardized), school organizational climate scale, emotional intelligence scale and mental health scale were distributed among teachers to determine the status of organizational climate, mental health, emotional health and teacher's effectiveness of the secondary school teachers. The data was analyzed with the help of excel and (SPSS) statistical package for social sciences. Q1 and Q3 were used to determine the three levels i.e High Perceived (HP), Low perceived (LP) and Average Perceived (AP) groups. The outcome of the study indicates the actual status, level and percentage of secondary school teachers, in connection with dependent and independent variables involved in the study of all the three districts. The implication of this paper is to provide an insight and information related to organizational climate, mental health, emotional intelligence and teacher's effectiveness which is prerequisite in improving teacher's performance in schools. This study has suggested a feasible research strategy that would be helpful to gain a good organisational climate as well as maximize the advantages of a positive and healthy organizational environment. Researchers will benefit from this research's addition of theoretical concepts and viewpoints and it will help them to comprehend the idea and significance of organisational climate.

**Keywords.** Organizational Climate, Emotional Intelligence, Mental Health, Teacher's Effectiveness, Dependent and Independent Variables.

## INTRODUCTION

The success of any school organization as well as any work will depend upon the quality of the personal engaged in the educational process and upon the effectiveness with which they discharge individual and group responsibilities. It is a known fact however, that education will never be complete and will never achieve its purpose without its facilitators, the teachers. This is because teachers occupy the most important part in the educational process (Rao & Kumar, 2004) and “accountable in the educational process” (David & Macayanan, 2010,) specifically, teachers create impact in the whole educational process and in the lives of students. In teaching learning process, an effective teacher occupies a remarkable position. There is an unprecedented demand for effective teachers in the present scenario of high complexity and specialization. The job of teaching is becoming a physically and mentally challenging task due to administrative pressure, institutional climate and other outside assignments like election and census duty. With the result teacher’s effectiveness, mental health, emotional intelligence, attitude, competence, Job satisfaction, has been affected badly.

Teachers play a significant part in the teaching and learning process in educational systems, they are the primary agents of social change through teaching, and their contribution to nation-building is not hidden from anyone. However, they encounter numerous tensions and strains while performing their revered professional obligations. The teacher, who is the foundation of education, must be happy in order to perform to the best of his abilities. Teachers should be happy with their lives because they have a significant role in the quality of education. But there are numerous intrinsic and extrinsic factors which affects their efficiency and competency as a teacher. Teacher’s life is also influenced by a variety of variables, including personal health, life's positive values, outlook on life, socioeconomic status, work and personal interactions, life events, life circumstances, religious faith, emotional maturity, workplace culture, support from superiors and peers, etc., all of which have an impact on the individual's adjustment and level of happiness. There are numerous variables like teacher’s effectiveness, emotional intelligence, mental health, and organizational climate that determine his efficiency in this profession. Some of the variables involved in the study are summarized as under.

### ORGANIZATIONAL CLIMATE

Social systems are organizations. Organizations blend technology with humanity, as well as science and people. A particular form of group is called an organization, and its members are responsible for a variety of duties in order for the group to complete its mission. Therefore, it is a component of administration that deals with the methodical planning and coordinating of actions for a certain objective. It is the social setting in which employees of an organization perform their duties. It can be applied to the environment throughout a complete corporation or just one unit. It directly affects the nature or features of an environment. Organizational climate is a comparatively long-lasting characteristic of an organization's internal environment, according to the dictionary of psychology. Depending on the organizational climate, a person may feel content or unsatisfied at work. His performance within the organization can be considered to be directly correlated with the organizational climate. Performance, employee satisfaction, and attitudes all depend on the organizational atmosphere. A stable environment requires long-term planning. Teachers performance is greatly influenced by the organizational climate (School environment) since it has a significant impact on each employee's effectiveness, competence, mental health, emotional intelligence, motivation, and sense of purpose. The work environment in which an employee feels satisfied or unsatisfied depends on the organizational climate. We can say that organizational climate is directly related to the effectiveness, performance, mental health, job satisfaction etc of the employees working in any kind of workplace since satisfaction dictates or influences the employees' competence and efficiency.

## TEACHER EFFECTIVENESS

In Education Dictionary "Teacher effectiveness" is defined as the capacity of a teacher to "create a meeting and an interaction between the physical, intellectual, and psychological interests of students and some given subject ability of teachers to relate the learning activities to the development of the learners and to their immediate interests and needs." The success of the educational system affects a teacher's efficacy. Effective teachers are greatly needed in the current educational system to lead and encourage students toward growth and development. Only when the teacher is stress- and worry-free can he impart knowledge efficiently. This indicates that if the teachers are incompetent and useless, the entire educational process will be less wasteful. The phrase "teacher effectiveness" is frequently used to refer to qualities that make a competent teacher. A teacher's effectiveness can be characterized by a variety of experiences, characteristics, behaviours, and dispositions. The phrases ideal, analytical, dutiful, competent, expert, reflective, satisfying, diversified, responsible, and respectful were used by Cruickshank & Haeefe (2001) to define good teachers. Similar to beauty, people's perceptions of a teacher's beauty might vary depending on the situation. Effective instructors are described using terms like compassionate, intelligent, fair, competent, and understanding.

The profession of teaching is widely regarded as noble, with the primary duty of educators being the cultivation of responsible individuals within society. The functions of individuals have expanded beyond the mere transmission of skills and knowledge. In the current context, it is anticipated that educators possess the ability to comprehend and address the unique requirements of each student. The accomplishment of this task is contingent upon the possession of specific abilities or attributes by an educator. Qualities such as a warm disposition, a sense of humour, patience, punctuality, a commitment to perfection, and a grasp of the subject matter contribute to the effectiveness of a teacher in their instructional endeavours. The proficient educator assumes the responsibility of pupils and affords them the opportunity to engage in discussions and exploratory activities. An competent educator also employs a diverse range of instructional methodologies in order to align with the learning tempo of students. A teacher who possesses a high level of teaching effectiveness undoubtedly fulfils their responsibilities with a notable degree of efficiency.

## EMOTIONAL INTELLIGENCE

Emotional intelligence refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. In other words, they can influence the emotions of other people also.

More emotionally intelligent workers, according to recent research, reported higher levels of job satisfaction and loyalty to their employers. Teachers must be emotionally capable for their own well-being as well as for the quality and effectiveness of the teaching-learning process they design in the classroom, and especially for the socio-emotional growth of their pupils. It is a well-known fact that the quality of a country depends on the quality of education provided to its citizens, which in turn depends on the quality of its teachers. This applies to all of a teacher's personality traits, including his or her knowledge base, teaching techniques, and behavior, which together make up his or her Emotional Intelligence. A teacher with several guises and a prominent personality may not, however, always be a successful teacher. A teacher's involvement in the classroom can be quite important. The ability to express, regulate, and control one's own and other people's emotions is known as emotional intelligence. Teaching is an emotional profession that entails emotional effort, emotional relationships, and emotional understanding. Teachers must cherish their relationships with their pupils on an emotional level and teach them to be social and emotional beings. A high degree of emotional intelligence is necessary. When dealing with various causes of stress at school, teachers with higher education utilize more positive, well-adapted alternative tactics and express more job satisfaction.

## MENTAL HEALTH

The term "mental health" refers to a person's emotional, psychological, and social well-being, all of which have an impact on how they think, feel, and behave. Every stage of life—from childhood and adolescence through adulthood and old age—benefits from maintaining good mental health because it makes it easier to handle stress, form relationships with people, and make decisions. The World Health Organization (2018) defines mental health as "a state of well-being in which each individual recognizes his or her abilities, can cope with the typical stresses of life, can function productively and fruitfully, and can contribute to his or her community." Another definition of mental health is a "dynamic state of internal equilibrium that allows people to use their skills in accordance with society's universal values." The teaching and learning process is significantly influenced by the teachers' mental health. The instructor may not be able to do his duties as required if he is tense under pressure or if he is not mentally fit, which could lead to poor teaching and learning. This might even have an impact on student interaction. Thus, the teacher's mental well-being is crucial to the teaching and learning process. The classroom climate and the success of teacher relationships are greatly influenced by the mental health of the instructors. State of mind In the process of teaching and learning, the mental health of the teacher is crucial. Promoting schoolchildren's mental health depends heavily on having teachers who are mentally sound and in good emotional control. Before i highlight the how mental health affects teacher's physical mental and professional aspect of life.

### SCOPE OF THE STUDY

The scope of the study is to increase the intellectual horizon regarding the status of organizational climate, teacher's effectiveness, mental health and emotional intelligence. Study will develop insight how some employees at work place are showing low or high performers while others are not.

### NEED FOR THE STUDY

The job of teaching is becoming hectic and stressful after every passing day due to the new challenges. This study was carried out to know the present status of different variables related to teachers and teaching profession. These inputs will provide additional evidence of the benefits of motivating school instructors, enhancing their socio-emotional abilities, developing their teaching skills, improving their efficacy level, and creating an enriching school climate.

### OBJECTIVE OF THE STUDY

To study the status of Organizational Climate, Teacher Effectiveness, Emotional Intelligence and Mental Health of Secondary School Teachers

### POPULATION

In the present study Secondary School Teachers of district Doda, Kishtwar and Ramban of UT of Jammu and Kashmir formed the population of the study.

### SAMPLE

The sample for the current study comprised of 1403 secondary school teachers belonging to the districts of Doda, Kishtwar and Ramban of UT of Jammu & Kashmir.

## DESCRIPTION OF THE SAMPLE

Out of 1403 secondary school teachers which were part of the sample, 939 were male and 464 Were female. Based on type of school 1089 teachers were from government schools and 314 were selected from private schools. Similarly 297 teachers were selected from urban area and 1106 teacher were selected from rural area in this study.

**Table 1. District wise schools detail under study.**

( District Wise) Detail of schools selected for the data collection	Type of School		Total Schools
	Government	Private	
District Doda	129	24	153
District Kishtwar	94	17	111
District Ramban	87	14	101
<b>Total</b>	<b>310</b>	<b>55</b>	<b>365</b>

**Table 2. Detail of Teachers selected for the study.**

District	No. of Teachers	Gender		Locale		Type of School	
		Male	Female	Urban	Rural	Government	P Private
Kishtwar	298						
Doda	822					1089	
Ramban	283						314
<b>T Total Teachers = 1403</b>		939	464	297	1106		

## METHODOLOGY

The study is descriptive in nature. Relevant data was collected from the teachers directly by the researcher. Random sampling method was used to collect data from 1403 respondents from all the three districts. The data was collected through structured questionnaires which were divided into two parts. The respondents were asked to reveal their personal characteristics in the first part of the questionnaire i.e. name, Gender, Locale, Type, of school, Email ID and second part of the questionnaire was to measure the emotional intelligence, teacher effectiveness, mental health and organizational climate of secondary school teachers. For This purpose researcher used organizational climate scale of Dr.Venita Singh (OCST-sv 2013),Teachers emotional intelligence scale of Nahida Ashraf and Sajid Jamal (TEIS-ANJS 2020),Employees mental health inventory of Jagdish (EMHI-j 2019) and teacher's effectiveness scale (self designed and standardized. 2023) were used to measure the said variables.

## DATA ANALYSIS

The gathered data was processed using excel and the statistical packages for social sciences (SPSS) application for windows software (version 22.0). Collected data were analyzed manually and also with the help of excel and statistical package for social sciences by using mean, standard deviation and percentage was done to know the exact ratio and number percentage of all the four variables involved in the study. Q1 and Q3 were used to determine the three levels i.e High Perceived (HP), Low perceived (LP) and Average Perceived (AP) groups. On the basis of analysis following results were drawn.

## RESULTS & DISCUSSION

### 1. Levels of Teacher Effectiveness of Secondary Schools of District Kishtwar, Doda and Ramban.

The scores of teacher effectiveness of secondary school teachers were calculated and the mean value and S.D. of the teacher effectiveness scores has been found to be 254.12 and 19.53 respectively. On the basis of Q<sub>1</sub> and Q<sub>3</sub> values three groups of teacher effectiveness scores were formed i.e. low perceived teacher effectiveness (LP) those who scores less than 250, average perceived teacher effectiveness group (AP) having scores between 251 To 273 and high perceived teacher effectiveness group (HP) with scores higher than 274. The results have been presented in the table 3.

**Table 3 Level and percentage of teachers (Teacher effectiveness)**

Level		Number	Percentage %	Range	
LSP	LP ( Low Perceived)	629	<b>15.88</b>	< 324 Below	250 and
ASPAP	( Average Perceived)	554	<b>39.48</b>	324-3 273	251 To
MSPHP	( High Perceived)	220	<b>44.83</b>	>3 Above	274 and
All Levels total		1403			

Mean = **254.12 and 19.53**

It has been observed that 15.88 percent of secondary schools teachers have perceived low teaching effectiveness, 39.48 percent perceived average teaching effectiveness and 44.83 percent of teachers of district Kishtwar, Doda and Ramban have perceived high teaching effectiveness.

### 2. Level of Organizational climate Perceived by secondary schools teachers of District Kishtwar, Doda and Ramban.

The Organizational climate scores of the secondary schools teachers of the districts mentioned in table 4 were calculated, it was found that mean and SD values of organizational climate scores were 245.89 and 22.96 respectively. On the basis of Q<sub>1</sub> and Q<sub>3</sub> values, three groups of organizational climate scores were formed i.e. low perceived organizational climate group (LP) those who scores less than 211, average perceived (AP) having scores between 212 to 246 and high perceived group (HP) with scores higher than 247. The results have been presented in the table 4.

**Table 4. Level and percentage of teachers (Organizational Climate)**

Level	Number	Percentage %	Range
LP ( Low Perceived	<b>740</b>	<b>52.74</b>	<b>211 and Below</b>
AP Average Perceived	<b>545</b>	<b>38.84</b>	<b>212 to 246</b>
HP High Perceived	<b>118</b>	<b>8.41</b>	<b>247 and Above</b>
All Levels total	<b>1403</b>	<b>1403</b>	

**Mean =245.89 and 22.96**

It has been observed that 52.74 percent of Secondary schools teachers have perceived low organizational climate score, 38.84 percent perceived average score, and 8.41 percent of teachers of District Kishtwar, Doda and Ramban have perceived high organizational climate score.

### **3. Level of Emotional Intelligence Perceived by secondary schools teachers of District Kishtwar, Doda and Ramban.**

The emotional intelligence scores of the secondary schools teachers of the districts mentioned in Table 5 were calculated, it was found that mean and SD values of emotional intelligence scores were 150.35 and 11.13 respectively. On the basis of Q<sub>1</sub> and Q<sub>3</sub> values, three groups of emotional Intelligence scores were formed i.e. low perceived emotional intelligence group (LP) those who scores less than 144, average perceived group (AP) having scores between to 145 to 163 and high perceived group (HP) with scores higher than 164. The results have been presented in the table 5

**Table 5. Level and percentage of teachers (Emotional Intelligence)**

Level	Number	Percentage %	Range
LP Low Perceived	<b>379</b>	<b>10.19 %</b>	<b>144 and Below</b>
Average Perceived	<b>881</b>	<b>62.79 %</b>	<b>145 to 163</b>
HP High Perceived	<b>143</b>	<b>27.01 %</b>	<b>164 and Above</b>
A Levels total	<b>1403</b>		

**Mean= 150.35 and 11.13**

It has been observed that 10.19 percent of secondary schools teachers have perceived low emotional Intelligence score, 62.79 percent perceived average score, and 27.01 percent of teachers of district Kishtwar, Doda and Ramban have perceived high emotional intelligence score.

#### 4. Level of Mental Health Perceived by Secondary Schools Teachers of District Kishtwar, Doda and Ramban.

The mental health scores of the secondary schools teachers of the districts mentioned in table 6, were calculated, it was found that mean and SD values of mental health scores were 41.58 and 4.68 respectively. On the basis of  $Q_1$  and  $Q_3$  values, three groups of mental health scores were formed i.e. low perceived mental health group (LP) those who scores less than 26, average perceived group (AP) having scores between to 27 to 34 and high perceived group (HP) with scores higher than 34. The results have been presented in the table 6

**Table 6. Level and percentage of teachers (Mental Health)**

Level	Number	Percentage %	Range
LP (Low Perceived)	96	6.84 %	26 and Below
A (Average Perceived)	370	26.37 %	27 to 34
H (High Perceived)	937	66.78 %	35 and Above
All Levels total	1403		

Mean=150.35 and 11.13

It has been observed that 6.84 percent of secondary schools teachers have perceived low emotional intelligence score, 26.37 percent perceived average score, and 66.78 percent of teachers of district Kishtwar, Doda and Ramban have perceived high mental health score.

**Table 7. Level of Teaching effectiveness, Emotional Intelligence, Mental Health and Organizational Climate of Secondary School Teachers of District Kishtwar, Doda and Ramban, UT of Jammu and Kashmir.**

Category	Teacher Effectiveness		Emotional Intelligence		Organizational climate S		Mental Health	
	Number	%	Number	%	Number	%	Number	%
Above Average	220	15.88%	143	10.19%	740	52.74%	937	66.78%
Average	554	39.48%	881	62.79%	545	38.84%	370	26.37%
Below Average	629	44.83%	379	27.01%	118	8.41%	96	6.84%



## CONCLUSION

Based on the results of the study, the following conclusions were made:

(1) 15.88 percent of Secondary schools teachers have perceived low teaching effectiveness, 39.48 percent perceived average teaching effectiveness and 44.83 percent of teachers of District Kishtwar, Doda and Ramban have perceived high teaching effectiveness.

(2) 52.74 percent of Secondary schools teachers have perceived low organizational climate score, 38.84 percent perceived average score, and 8.41 percent of teachers of District Kishtwar, Doda and Ramban have perceived high organizational climate score.

(3) 10.19 percent of Secondary schools teachers have perceived low Emotional Intelligence score, 62.79 percent perceived average score, and 27.01 percent of teachers of District Kishtwar, Doda and Ramban have perceived high Emotional Intelligence score.

(4) 6.84 percent of Secondary schools teachers have perceived low Emotional Intelligence score, 26.37 percent perceived average score, and 66.78 percent of teachers of District Kishtwar, Doda and Ramban have perceived high mental health score.

## IMPLICATION AND SUGGESTIONS

The implication of this paper is to provide an insight and efficient information related to organizational climate, Mental Health, Emotional intelligence and Teacher's effectiveness which is prerequisite in improving teacher's performance in schools. This study has suggested a feasible research strategy that would be helpful to gain a good organisational climate as well as maximize the advantages of a positive and healthy organisational environment. Researchers will benefit from this research's addition of theoretical concepts and viewpoints since it will help them to comprehend the idea and significance of organisational climate, teaching effectiveness, mental health and emotional intelligence of teachers.

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