

Unveiling Organizational Climate: A Comparative Study of General and Special Secondary School

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ABSTRACT

Aim of the Study: A well-organized school system is essential for fostering a supportive and productive environment for teachers. This enables them to thrive professionally maintain job satisfaction and contribute effectively to student success and overall institutional growth.

Methodology: This cross-sectional quantitative survey was designed to evaluate the organizational climate of general and special secondary schools. A sample of 340 teachers from general secondary schools and 106 teachers from special secondary schools were selected by using systematic sampling. A questionnaire (reliability .823) was constructed having 25 closed-ended items and the responses were taken on a 5-point Likert scale.

Findings: The findings reveal that there were no significant differences in the perceptions of organizational climate across groups for any of the measured dimensions, including; teacher-principal relationship, teachers' collaboration and support, teachers' morale and school climate, principal's leadership style, and students' influence on school activities, as the significance value is greater than .05. This lack of significant differences in the organizational climate suggests that general and special secondary schools operate under similar conditions, with shared policies, leadership practices, and challenges.

Conclusion: This finding highlights the potential for universal strategies to enhance the organizational climate across general and special types of schools, fostering environments that support teacher collaboration, inclusivity, and student success. Future research could delve deeper into other detailed factors or challenges that could not be covered in the current study. It is recommended that management, stakeholders, and policymakers should design targeted interventions to improve organizational climate that address universal factors, rather than being tailored to specific school types.

Keywords: Organization Climate, General Secondary Schools, Special Secondary Schools, Teachers, Principal's Leadership Style.

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1. INTRODUCTION

The organizational climate of any school plays a pivotal role in shaping the overall educational experience for all, including management, teachers, and students, and further acts as a foundation that influences the daily functioning and long-term success of any school. When the students flourish in a well-structured and supportive school climate, their academic engagement, performance, mental health, and well-being are improved (Ahmed, 2024). The organizational climate creates shared values, principles, and culture aligning the goals of management, teachers, and students ensuring mutual understanding and cooperation, improved teaching effectiveness, nurturing learning environment, and a constructive climate that directly contributes to the quality of education (Muhammad et al., 2022; Yousaf et al., 2024).

The current study examines the organizational climate of general versus special secondary schools, focusing on the factors that contribute to a positive and supportive environment for all, including teachers and students. Since it plays a crucial role in shaping overall educational outcomes and influencing teacher satisfaction and collaboration. By exploring various dimensions of organizational climate such as teacher-principal relationship, teacher collaboration and support, teacher morale and school climate, principal's leadership style, and student influence and school activities, the current study aims to provide a deeper understanding of how organizational climate impacts the functioning of educational institutions (whether it is general or special) and how improvements can be made to foster better learning environments.

1.1 *Organizational Climate*

The terms organizational climate and organizational environment are used interchangeably, which refer to the overall atmosphere or setting of a learning environment including the shared perceptions, beliefs, views, and activities of members within an organization regarding cooperative efforts, honest procedures, and practices (Hewett & La Paro, 2020). This environment encompasses aspects such as relationships, interaction styles, management styles, social interactions, and general social rules that influence how employees interact with one another and with the organization as a whole (Amjad et al., 2024; Hewett & La Paro, 2020; Vaux, 2015).

The perceptions, attitudes, and behaviors of employees within an organization, are mostly responsible for dictating the norms and culture of the organization and are collectively referred to as the organizational climate. The educational organizational climate has a fair level of uniqueness to it. Educational institutions rely on the workplace culture, leadership styles, relationships among staff members, and a culture of cooperation to produce a healthy climate. Hudson (1983), when conceptualizing organizational climate, defined the climate of an organization as its "personality", which determines how well the employees perform and hence the trajectories of progress. Aspects of organizational climate are commonly placed under scrutinizing lenses by scholars, for instance, the leadership style, communication norms, work environment, trust and collaboration, values and principles, and the support and appreciation employees are shown (Adriana et al., 2023). Several studies emphasize the effect of a positive organizational climate in fostering a sense of belonging, trust, and mutual respect, which can enhance job performance, satisfaction, and commitment in the workforce. The negative organizational climate has the opposite effect, harboring disengagement, stress, and burnout among employees, characterized by poor communication, lack of support, and mistrust (Mohanta et al., 2023a; Hewett & La Paro, 2020).

1.2 *School Organizational Climate*

Concerning the organizational climate of schools, climate refers to the more observable and tangible aspects of the school environment that include: interpersonal interactions, physical setting, and the general atmosphere, which influences the overall school environment. School climate is influenced by informal structures (such as unwritten norms, interpersonal relationships, and informal leadership) and formal structures (such as policies, rules, and procedures), which create an environment that affects the perceptions of teachers, students, and their overall performance and mental well-being. The social system dimension of school climate is crucial as it directly impacts how individuals and groups within the school

interact and collaborate, which can affect the overall effectiveness of the educational process and the mental health and well-being of those involved.

Authors of different works have chosen to approach the concept of organizational climate from differing angles. Al-Kurdi et al. (2020) deem the term a representative of the set of conditions that determines employees' willingness and ability to share knowledge and experience with their colleagues in the workplace. Other works have been known to associate the term with employees' perceptions of shared workplace experiences (Kilag et al., 2023; Goh et al., 2020). For the current study, organizational climate has to be defined to make it fully applicable to the school setting and its unique actors.

Scholars of managerial sciences are inclined to prefer the term "school climate" instead of "organizational climate" in conducting studies in education, therefore, it would be inaccurate to consider the two terms interchangeable or these concepts equivalent to each other. The climate of a school or other educational establishment encompasses areas not found in the broader definition of organizational climate, aspects beyond the boundaries of organizational climate. In defining the term itself, one encounters differences. The school climate reflects the values, beliefs, and behaviors of teachers, leaders, other staff, students, and their parents (Adhikari & Sen, 2023; Capp et al., 2020). In other words, the school climate functions as an organizational climate that clients (such as students) and their benefactors (their parents) also contribute to establishing. Thus, the organizational climate of schools is defined and measured inconsistently, with definitions ranging from teacher satisfaction to academic emphasis, using different reporting sources such as parents, students, teachers, or objective observers (Bundhoo & Sajjad, 2021; Rudasill et al., 2018). Regardless of these variations, research suggests that elements of school organizational climate contribute to school effectiveness, such as strong leadership, high-performance expectations, and a focus on basic skills (Kilag et al., 2023; Manila, 2021; Siddiqui et al., 2019). Moreover, it is linked to teacher outcomes, including effectiveness, efficacy, job satisfaction, and performance, as highlighted by Sajjad (2007).

The relationship between school climate and the population that affects it is unidirectional. A study by Dicke et al. (2020) on student perceptions of school climate, concluded a strong correlation between teachers' and principals' job commitment, satisfaction, and levels of student achievements. A wider interpretation of organizational climate in the context of schools can include, besides students' perceptions and experiences, the interpersonal relationships that exist in schools, violence, safety, and the degree to which a sense of belonging is felt by all regularly present on the premises (Iqbal & Piwovar-Sulej, 2023; Shah et al., 2023; Sprague & Walker, 2021). Having discussed several ideas of organizational climate, the mental image one naturally creates portrays a very arbitrary and dynamic structure. For the most part, the organizational climate is evidently what the organization's leadership wants it to be, and is simultaneously very dependent on how employees view the leadership as a personification of the institute (Adriana et al., 2023; Wardag et al., 2023; Saifullah & Sajjad, 2016; Sajjad et al., 2013).

1.3 Dimensions of Schools' Organizational Climate

Several studies have identified dimensions that define organizational climate in educational institutions, for example, a Study by Saddique and Raja (2022) highlighted that principals and administrators play a crucial role as supportive leaders in fostering a positive climate through support, communication, and collaboration, enhancing teacher morale and job satisfaction. Similarly, a collaborative and collegial environment promotes knowledge sharing, reduces stress, and improves instructional practices among teachers (Castro Silva et al. (2017). Furthermore, adequate teaching-learning resources contribute to a positive climate, enabling teachers to perform effectively (Mohanta et al., 2023b; Sattar et al., 2023; Chou et al., 2019). Moreover, Ovesni and his team (2019) stated that schools that encourage professional development and capacity building contribute to a positive organizational climate for teachers.

In 1986, researchers Hoy and Clover provided a more precise and reliable tool for measuring the school organizational climate, having five dimensions including; (i) principal's behavior, setting examples, and

genuine concern for teachers' social and professional needs, (ii) directive principal behavior that exercise rigid, domineering supervision, maintaining strict control over teachers and school activities, (iii) engaged teacher behavior to display high morale, pride in their school, mutual support, commitment to students' success, and fostering trust and optimism, (iv) frustrated teacher behavior reflected through their distractions from teaching due to excessive administrative tasks and interpersonal annoyances, and (v) intimate teacher behavior displayed by their close personal friendships, knowing each other well, and regularly socializing (Rasheed et al., 2024). These dimensions can best describe any school's organizational climate and highlight the weak areas for improvement.

Similarly, other research scholars highlighted school organizational climate as a critical factor that shapes educational outcomes (Mohanta et al., 2023b; Manla, 2021; Reynolds et al., 2017). However, Jin and Ye (2022) linked school climate to personality traits, emphasizing that the school environment is influenced by four key elements: ecology (a physical and external environment that shapes the school's functioning), milieu (individual or group characteristics within the school, such as teacher morale and consistency), social system (factors like shared decision-making, communication, and teacher-student interactions), and culture (encompasses dedication, expectations, appreciation, and rewards for teachers). These aspects of schools' organizational climate are closely tied to student success and teacher morale (Wagbara, 2023; Vyshalee & Sajjad, 2021). Thus, principals who foster a collaborative and supportive environment for teachers and staff and set high academic expectations can lead to positive school performance and outcomes. On the other hand, high institutional instability can lead to lower teacher commitment and morale toward their job (Werang et al., 2023; Hussain & Sajjad, 2020).

1.4 Theoretical Framework

The theoretical framework for this study is grounded in Organizational Climate Theory. This theory emphasizes the shared perceptions, values, and practices within an institution that shape the work environment and influence employee behavior including their attitudes, motivation, and overall organizational effectiveness. The key components of this theoretical framework include: structure (level of formalization, hierarchy, and policies that guide employees), responsibility (the extent to which employees feel accountable for their tasks and decision-making), reward system (presence of recognition, incentives, and motivation strategies that influence job satisfaction), support and leadership (role of management in fostering a positive, inclusive, and collaborative work environment), and identity and cohesion (sense of belonging and shared purpose among employees). The theory is closely relevant to the current study as it helps assess how general and special secondary school teachers perceive their work environment and provides a foundation for designing universal strategies to improve the school environment. In addition, this theory explains whether the similarities in climate across school types result from shared policies, practices, and institutional challenges.

1.5 Statement of the Problem

The current comparative study aims to examine the organizational climate of general and special secondary schools, focusing on the factors that contribute to a positive and supportive environment for all by exploring various dimensions of organizational climate such as teacher-principal relationship, teacher collaboration and support, teacher morale and school climate, principal's leadership style, and student influence and school activities, the current study aims to provide a deeper understanding of how organizational climate impacts the functioning of educational institutions. Thus, the statement of the problem was 'unveiling organizational climate: a comparative study of general and special secondary school systems'.

1.6 Research Gap

The literature shows limited comparative studies that focus on the organizational climate of general versus special secondary schools. While much research has examined individual factors influencing organizational climate. There is a lack of comprehensive studies exploring how multiple dimensions

interact within general and special education settings, such as teacher-principal relationships, leadership styles, and student influence. Existing literature often focuses on organizational climate in general schools and special education settings. However, little attention is given to how these factors may differ or overlap in a comparative context. Therefore, research is required to investigate the impact of organizational climate on teachers' morale, students' achievement, and the principals' leadership in general and special education schools. This gap highlights areas where the current study contributes new insights.

1.7 Significant of the Study

The scope of the study lies in the contribution to a deeper understanding of how the organizational climate of educational institutions (whether general and special secondary schools) affects educational outcomes, teacher morale, collaboration, and student achievement. The findings will be helpful for policy implications by informing educational policies, aimed at improving school environments, teacher satisfaction, and student performance. It will contribute to the literature by filling a gap in comparative research. The study offers new insights into the interplay of multiple dimensions of organizational climate in general and special education settings. Additionally, the findings may guide school leaders and policymakers in creating more supportive and effective educational environments, for practical applications. The objective is highly relevant to the United Nations Sustainable Development Goal 4 (SDG 4): Quality Education. Significant inertia is lent to the research effort serving an internationally esteemed purpose necessary if humanity is to outlive the grave, irreversible changes set in motion by our actions in the past.

1.8 Study Objective

The study was intended to evaluate the organizational climate of special secondary schools compared with the general secondary schools.

2. RESEARCH METHODOLOGY

This comparative analysis was studied quantitatively to reach factual conclusions that enable executive educators to make data-driven decisions. It was grounded in a post-positivist philosophy emphasizing empirical data collection and generalizability. A cross-sectional perspective was chosen to assess inter-variable associations in the representative sample of teachers across secondary schools (general and special secondary schools) in DG Khan, Punjab, Pakistan.

2.1 Population

The population consisted of all teachers from the general and special secondary schools of District DG Khan, the province of Punjab, Pakistan. Through stratified sampling, general schools were selected to ensure that the sample represents the population which helped to minimize potential biases and sampling variability. From these stratified schools, a sample of 340 teachers was selected systematically. This sample size was drawn with the help of the Krejcie and Morgan formula. The sample size of schools was 132 (77 boys' schools and 55 girls' schools), whereas the sample of teachers was 338, rounded to 340. However, from special secondary schools, due to the small population, the entire population was selected as a sample including 106 teachers (17 male and 89 female). No age limit was set in the sample selection and no gender bias in this study.

2.2 Research Questionnaire

A questionnaire was adopted from the study of Rehman (2021) and modified for the current study to conduct quantitative assessment. The modified questionnaire reliability was assessed using Cronbach's alpha, which was very strong (.823). There were 25 closed-ended items in the questionnaire and their responses were based on a 5-point Likert Scale from strongly agree to strongly disagree. It measures various dimensions of the organizational climate in secondary schools including teacher-principal relationship (7 items), teacher collaboration and support (6 items), teacher morale and school climate (5

items), principal's leadership style (4 items), and student influence and school activities (3 items).

2.3 Data Collection and Analysis

The researcher personally collected the data on the site and the participants filled out the informed consent to participate in the study. The researcher then demonstrated the questionnaire to the participants before they filled it, and then the researcher assisted the participants if necessary. The descriptive and inferential statistical tests were conducted using SPSS (version 25). These included percentages, mean, standard deviation, and one-way analysis of variance.

3. RESULTS

3.1 Teacher-Principal Relationship

Table 1 presents the descriptive statistics of the teacher-principal relationship as the first dimension of the organizational climate of general and special secondary schools of DG Khan. The teacher-principal relationship was measured through seven parameters as indicated through items 1-7. The results reveal that the majority of the participants (53.85%) believed that there is a good relationship between teachers and principals, (25.47% agreed and 28.38% strongly agreed) however, some (29.76%) were unsure. The overall mean score was 2.66 with SD 1.047. The highest mean score was for item # 1, which states that the principal sets an example by working hard himself ($M = 2.90$, $SD = .943$). However, the lowest mean scores ($M = 2.53$ each) were observed for item # 4, (My principal goes out of his/her way to help teachers), item # 5, (My principal explains his reason for criticism to teachers), and item # 7, ("My principal is available after school to help teachers when needed).

Table 1: Descriptive Statistics of Teacher-Principal Relationship

Teacher Principal Relationship	SD	D	U	A	SA	M	SD
1. My principal always sets an example by working hard himself.	0	19 (4.3%)	165 (37.0%)	103 (23.1%)	159 (35.7%)	2.90	.943
2. My principal respects teachers	0	110 (24.7%)	76 (17.0%)	77 (17.3%)	183 (41.0)	2.75	1.227
3. My principal closely checks the teacher's activities.	0	27 (6.1%)	204 (45.7%)	107 (24.0%)	108 (24.2%)	2.66	.911
4. My principal goes out of his/her way to help teachers.	0	112 (25.1%)	92 (20.6%)	135 (30.3%)	107 (24.0%)	2.53	1.111
5. My principal explains his reason for criticism to teachers.	0	78 (17.5%)	160 (35.9%)	103 (23.1%)	105 (23.5%)	2.53	1.036
6. My principal uses constructive criticism.	0	69 (15.5%)	117 (25.6%)	140 (31.4%)	123 (27.6%)	2.71	1.034
7. My principal is available after school to help the teacher when needed.	0	97 (21.7%)	116 (26.0%)	131 (29.4%)	102 (22.9%)	2.53	1.069
Total	0	512 (16.38%)	930 (29.76%)	796 (25.47%)	887 (28.38%)	2.659	1.0473

3.2 Teachers' Collaboration and Support

Table 2 reports the second dimension of organizational climate titled 'teachers' collaboration and support', which has six statements from items 8 to 13. The results reveal that the majority of the participants (44.94%) approved that their teachers collaborate and support school, students, and others (26.28% agreed and 18.66% strongly agreed). The overall mean score was 2.60 with $SD = 1.005$. The highest mean score was observed for item # 13, which states that 'teachers respect the professional competence of their colleagues' ($M = 2.87$, $SD = 1.003$).

Table 2: *Descriptive Statistics of Teachers' Collaboration and Support*

Teacher Collaboration & Support	SD	D	U	A	SA	M	SD
8. Teachers are friendly with students, in your school.	0	117 (26.2%)	46 (10.3%)	229 (51.3%)	54 (12.1%)	2.49	1.009
9. Teachers are very friendly with their colleagues	0	71 (15.9%)	75 (16.8%)	182 (42.8%)	118 (26.5%)	2.78	1.011
10. Teachers in your school help and support each other.	0	82 (18.4%)	153 (34.3%)	97 (21.7%)	114 (25.6%)	2.54	1.063
11. Teachers enjoy working in school.	0	79 (17.9%)	183 (41.0%)	115 (25.8%)	69 (15.5%)	2.39	.951
12. Teachers, regularly socialize with each other.	0	80 (17.9%)	125 (28.0%)	158 (35.4%)	83 (18.6%)	2.55	.990
13. Teachers respect the professional competence of their colleagues.	0	79 (17.7%)	183 (41.0%)	115 (25.8%)	69 (15.5%)	2.87	1.003
Total	0	508 (18.70%)	690 (25.40%)	714 (26.28%)	507 (18.66%)	2.604	1.0045

3.3 Teachers' Morale and School Climate

Table 3 shows the descriptive statistics of teachers' morale and school climate, as the third dimension of organizational climate, comprises five statements from items number 14 to 18. The results indicate that the majority of participants (57.26%) approved the statements (33% agreed and 24.26% strongly agreed), whereas, some (22.64%) were unsure and some (20%) disagreed with the statements related to school climate and teachers' morale. The overall mean score was 2.61 and SD = 1.059. The highest mean score (M = 2.72, SD = .992) was observed for item # 15 ('Administrative paperwork is burdensome at this school'). The lowest mean scores (M = 2.57) were for item # 16, which states that 'teachers interrupt other faculty members who are talking in a staff meeting', and item # 17, which states that 'the morale of teachers is high'.

Table 3: *Descriptive Statistics of Teachers' Morale and School Climate*

Teacher Morale & School Climate	SD	D	U	A	SA	M	SD
14. Teachers are proud of their school	0	117 (26.2%)	57 (12.8%)	159 (35.7%)	113 (25.3%)	2.60	1.129
15. Administrative paperwork is onerous at my school.	0	73 (16.4%)	79 (17.7%)	193 (43.3%)	101 (26.2%)	2.72	.992
16. Teachers in my school always interrupt other faculty members who are talking in staff meeting	0	81 (18.25%)	130 (29.1%)	134 (30.0%)	101 (22.6%)	2.57	1.031
17. In my school, the morale of teachers is high	0	108 (24.2%)	84 (18.8%)	146 (32.7%)	108 (24.2%)	2.57	1.103
18. In my school, assigned non-teaching duties are excessive.	0	69 (15.5%)	155 (34.8%)	104 (23.3%)	118 (26.5%)	2.61	1.039
Total	0	448 (20.0%)	505 (22.64%)	736 (33.0%)	541 (24.26%)	2.614	1.0588

3.4 Principal's Leadership Style

Table 4 represents the descriptive statistics of the fourth dimension 'the principal's leadership styles of organizational climate with four statements from items 19 to 22. The majority of the participants (51.5%) accepted the statements (30.43% agreed and 21.07% strongly agreed). However, a considerable number

(30.25%) of the participants were unsure and few (18.05%) of them disagreed with statements mentioned for their principal's leadership style. The overall mean score was 2.62 with a standard deviation of 1.0213. The highest mean score was observed for item # 19, which states 'your teachers-principal meetings are dominated by the principal' (M = 2.81, SD = .973).

Table 4: *Descriptive Statistics of Principal's Leadership Style*

Principal's Leadership Style	SD	D	U	A	SA	M	SD
19. Your teachers-principal meetings are dominated by the principal.	0	47 (10.5%)	119 (26.7)	150 (33.60%)	130 (29.1%)	2.81	.973
20. Your principal is autocratic.	0	106 (23.8%)	130 (29.1%)	105 (23.5%)	10 (23.5%)	2.47	1.094
21. Your principal talks more than listen.	0	97 (21.7%)	116 (26.0%)	131 (29.4%)	102 (22.9%)	2.53	1.020
22. Your principal supervises teachers very closely in the classroom and school	0	58 (13.0%)	146 (32.7%)	128 (28.7%)	114 (25.6%)	2.67	.998
Total	0	308 (18.05%)	511 (30.25%)	514 (30.43%)	356 (21.07%)	2.62	1.0213

3.5 Students' Influence on School Activities

Table 5 indicates the fifth dimension of organizational climate titled 'Students' influence on school activities', which has three statements as indicated through items number 23 to 25. The results highlight that the majority of the participants (47.64%) approved the statements (31.66% agreed and 15.98% strongly agreed). However, a considerable (37.56%) number of the participants were unsure and a few (14.63%) disagreed with the statements. The overall mean score was 2.58 with a standard deviation of .904. Whereas, the highest mean score was observed for item # 25, which states that 'students are trusted to work together without supervision.' (M = 2.83, SD = .951).

Table 5: *Descriptive Statistics of Student Influence & School Activities*

Student Influence & School Activities	SD	D	U	A	SA	M	SD
23. Students have an influence on school programs or activities.	0	90 (20.2%)	182 (40.2%)	130 (29.1%)	44 (9.9%)	2.29	.899
24. Your principal looks out for the personal welfare of the teachers.	0	27 (6.1%)	196 (43.9%)	136 (30.5%)	87 (19.5%)	2.63	.863
25. Students are trusted to work together without supervision.	0	79 (17.9%)	125 (28.0%)	158 (34.4%)	83 (18.60)	2.83	.951
Total	0	196 (14.63%)	503 (37.56%)	424 (31.66%)	214 (15.9%)	2.58	.9043

3.6 Research Question 1

Are there differences in the organizational climate between special secondary schools and general secondary schools in terms of; teacher-principal relationship, teachers' collaboration and support, teachers' morale and school climate, principal's leadership style, and students' influence on school activities?

Research Hypothesis (H₁): There is a significant difference in the organizational climate of secondary school systems compared to general and special secondary schools.

Null Hypothesis (H_0): There is no significant difference in the organizational climate of secondary school systems compared to general and special secondary schools.

Table 6 represents the one-way analysis of variance between the organizational climate and its five dimensions with general versus special secondary school systems, i.e., teacher-principal relationship, teachers' collaboration and support, teachers' morale and school climate, principal's leadership style, and students' influence on school activities.

The results reveal that there are no significant differences in the perceptions of organizational climate across groups for any of the measured dimensions, as the significance value is greater than .05. The overall organizational climate doesn't vary significantly between groups ($F = 0.171$, $p = 0.680$), this indicates a consistent perception of organizational climate across the population studied. Thus, the null hypothesis is accepted which states that there is no significant difference in the organizational climate of secondary schools' systems between general and special secondary schools.

Table 6: *One-Way Analysis of Variance: Organizational Climate in General versus Special Secondary Schools*

		Sum of Squares	df	Mean Square	F	Sig.
Teacher Principal Relationship	Between Groups	1.208	1	1.208	.082	.774
	Within Groups	6522.460	444	14.690		
	Total	6523.668	445			
Teachers' Collaboration and Support	Between Groups	3.447	1	3.447	.317	.574
	Within Groups	4833.021	444	10.885		
	Total	4836.469	445			
School Climate and Teacher's Morale	Between Groups	.872	1	.872	.102	.749
	Within Groups	3778.832	444	8.511		
	Total	3779.704	445			
Leadership Style	Between Groups	1.213	1	1.213	.220	.639
	Within Groups	2444.143	444	5.505		
	Total	2445.357	445			
Student Influence and Activities	Between Groups	1.208	1	1.208	.082	.774
	Within Groups	6522.460	444	14.690		
	Total	6523.668	445			
Organizational Climate	Between Groups	22.891	1	22.891	.171	.680
	Within Groups	59543.620	444	134.107		
	Total	59566.511	445			

4. DISCUSSION

The insignificance of the difference found between special and general institutions in the study can be extrapolated to mean that similar environments are to be found in general and special educational spaces. Consistency in environments can reflect that the defining elements of school environments such as teacher-principal relationships, collaborative spirit among the staff, employee morale, leadership styles, and students' involvement in school activities share a similar nature in either educational field. Further, the findings could indicate that general and special schools operate under similar structural and environmental conditions, and cultural factors, ultimately fostering comparable climates. The general and special secondary schools may adhere to similar educational policies, governance structures, and administrative frameworks, which could lead to uniformity and consistency in their organizational climates. Furthermore, the management practices and leadership styles in general and special schools might emphasize common goals, creating similar educational environments.

In Addition to that, the growing emphasis on inclusive education and equity might have blurred distinctions between general and special schools that promote a supportive and positive climate. Moreover, the general and special secondary schools may face similar challenges, such as administrative demands, limited resources, or workload pressures, which could contribute to parallel organizational climates.

Previous studies have emphasized the crucial role of a positive organizational climate for teachers' job satisfaction, commitment, and performance, and reported effective results on teachers' job performance. For example, Manila (2021) and Bahrami et al. (2016) authored works that attest to the efficacy of a supportive climate as a catalyst for teachers' workplace experiences. Similarly, Ferrer (2021) also found that a supportive organizational climate underlies higher job satisfaction among teachers in special education or conventional institutions. The results published by Cassella (2024), reflect certain inconsistencies in the relationship between organizational climate and teachers' job performance. The researcher stated that the additionally demanding task of addressing the diverse educational needs of differently-abled students is because the teachers' job performance is subject to more than a few obstructing elements unique to the special education landscape. Otrębski (2022) and Jones (2020) reached similar conclusions in their work, which found that just a supportive workplace climate may not be sufficient to mitigate the professional toll taken on the well-being of special educators.

The most recent work of Keckler (2023) found that organizational climate is a significant and direct predictor of teachers' job satisfaction and retention. Likewise, in special education, Opio et al. (2023) found that the effect of organizational climate was influenced by other factors such as access to professional development and growth opportunities, availability of resources, and supportive administrators, which is relevant to the present study. Similarly, Alston (2017) emphasized that a considerate policy designed for teachers' personal and professional needs leads to better teacher perceptions of the organizational climate in all educational institutions.

The findings of the current study resonate with the report of Daily et al. (2020), where factors associated with school climate such as communication, leadership, and peer support were shown to often be perceived as universal, rather than limited to one domain of education or another. The outlook one develops after studying the discussed publications reinforces that investing in a better organizational climate requires strengthening the factors contributing to organizational climate and health shared by general and special schools.

5. CONCLUSION

The study concludes that there is a lack of significant differences in the organizational climate of types of school types suggesting that general and special secondary schools operate under similar conditions, with shared policies, leadership practices, and challenges. This finding highlights the potential for universal strategies to enhance the organizational climate across general and special types of institutions, fostering environments that support teacher collaboration, inclusivity, and student success. Future research could delve deeper into specific factors or unique challenges that may not have been evident in the current study, providing further insights to refine and optimize educational practices for diverse school settings.

The absence of significant differences suggests interventions to improve organizational climate can be designed to address universal factors rather than being tailored specifically for one school type. This approach could streamline efforts to enhance overall educational quality. Further investigation could explore nuanced aspects of organizational climate, such as teacher-student relationships, community involvement, or challenges unique to each school type, to uncover subtle differences that might not have emerged in the current study.

In summary, while the lack of significant differences may seem inconclusive, it highlights the potential for shared strategies to strengthen the organizational climate across general and special secondary

schools. This finding emphasizes the importance of fostering a cohesive educational environment that benefits all stakeholders.

6. RECOMMENDATIONS

There is a need to develop and implement universal strategies to enhance the organizational climate across special and general secondary schools to focus on teacher collaboration, inclusivity, training, and student success. It is recommended that management, stakeholders, and policymakers are encouraged to design targeted interventions addressing universal factors rather than being tailored to specific school types. There is a need to conduct further research to explore factors or unique challenges not evident in the current study. These include teacher-student relationships, community involvement, and school-specific challenges.

Additionally, there is a need to investigate nuanced aspects of organizational climate to uncover subtle differences, such as leadership styles and employee morale that may not have emerged. Promote a cohesive educational environment that can benefit all stakeholders, fostering positive relationships and enhancing overall educational performance and quality.

7. ETHICAL CONSIDERATION

Ethical standards were considered throughout the research process, especially considerations of consent, confidentiality, and awareness. Teachers were fully informed about the study's purpose and aware of their right to withdraw and participate only voluntarily. The provided consent forms detailed the nature and purposes of the study. The surveys required no personal identification information to fill out. All collected data was stored securely and only authorized researchers were granted access.

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Conflict of Interest

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