

Organizational Climate and Teacher Enthusiasm: Base of Creating a Harmonious Environment in the Classroom for Teaching and Learning

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Abstract:

The main objective of efforts to improve teaching is to create conditions that are more supportive of students' learning and social development. The most concrete results of teaching activities occur during teaching activities carried out in the classroom environment. Therefore, it is appropriate to focus on what happens in the classroom to improve teaching. The quality of interactions between students and teachers is influenced by the emotional states of both parties. According to a qualitative study, helpfulness, a positive attitude towards students, passion for teaching, and willingness to spend time with students are essential characteristics of a passionate teacher. In the context of the present study, teacher enthusiasm is defined as an enduring passion for the subject and dedication to the profession, with the involvement of teachers and stakeholders being essential characteristics of a school's organizational climate. Generally, the teacher's ability to instil an appreciation for the intrinsic value of learning and to provide knowledge to students as an effective means of imparting knowledge is seen as a result of creating an environment that encourages and values the exchange of information and increases teacher motivation. In contrast, a negative climate is associated with lower satisfaction and negative emotions. Organizational values and practices that facilitate and encourage information exchange increase teacher motivation. This article discusses the potential impact of organizational climate on teacher motivation, which may in turn affect teacher teaching and professional development.

Keywords: Organisational Climate, Teacher Enthusiasm, Teaching, School, Students

Conceptual Framework Teacher Enthusiasm

Since enthusiasm is conceptualized as an emotional construct, derived from positive emotion in general and the intrinsic motivation domain in particular (Kunter and Holzberger, 2014), enthusiasm can promote a wide range of teaching and learning outcomes, including teaching success, student performance, and motivation (Hsu, 2010). This construct was eventually defined as enthusiastic teaching behaviour, which was depicted as a central

predictor of teaching excellence and efficacy (Patrick et al., 2000). Since teacher enthusiasm supports the teacher's active interaction with students, it is referred to as teacher urgency, as an undefined construct that is considered as non-verbal behaviour that indicates physical and emotional intimacy between individuals (Keller, 2011). Enthusiastic teachers use humour to make learning enjoyable and fun (Frenzel et al., 2009) after which the teacher can talk with a smile on their face which builds confidence in learners and makes the classroom environment friendly and

collaborative which is related to nonverbal immediacy (Derakhshan, 2021). Researchers describe the teacher's nonverbal immediacy as a variety of behaviors that increase psychological closeness between communicators including eye contact, facial expressions, tone of voice, posture, and movements (Pogue & Ahyun, 2006). An interested teacher often fills the classroom with joy, satisfaction, and curiosity which motivates learners to participate and motivates them to explore (Patrick et al., 2000). Teacher enthusiasm includes two different dimensions: teaching enthusiasm (activity-related) and subject enthusiasm (subject-related) (Kunter et al., 2011). These two dimensions can be distinguished based on context specificity. Teacher enthusiasm is defined in the current study context as an enduring passion for the subject and dedication to the profession. In the current study, teacher enthusiasm is assessed directly through self-report, and five dimensions of teacher enthusiasm are considered. One of the dimensions of teaching enthusiasm is interest and engagement, Active learning, and group planning connected to the real world. Passion for teaching (second dimension) is a characteristic of passionate teachers that motivates them to be more committed to the teaching-learning process (Keller et al., 2013; Kunter et al., 2011). They devote more time, energy, and resources to improving their teaching (Gabrys-Barker, 2014; Kunter et al., 2008; Oprea, 2013). Creativity is a set of attitudes and skills that make a person innovative, a problem solver, tolerant of ambiguity, and willing to take risks (Davis & Davis, 2019).

Teachers can use creativity and innovation (third dimension) to make teaching more enjoyable and personal (Opriya, 2013). Creative teachers use rich content, and innovative forms of presentation and integrate new ideas and experiments in their lessons (Gabrys-Barker, 2014). They also encourage innovative and creative ideas of students and work with them to develop problem-solving skills. Professional development has been identified as the fourth dimension of enthusiastic teachers as they are always looking to grow professionally (Gabrys-Barker, 2014) and learn new skills to understand teaching better. They value the use of new

technology to improve pedagogical understanding.

According to research findings, subject knowledge (the fifth dimension) must be extensive to become an enthusiastic teacher. It has been identified as an essential factor in the two-factor model of enthusiasm (Kunter et al., 2008). It can be assessed using the following parameters: staying updated on subject-specific innovations (Gabrys-Barker, 2014; Keller et al., 2014), regular participation in training courses and conferences, expanding knowledge, reading articles from various publications, exchanging resources, and discussions with subject experts. An enthusiastic delivery style is beneficial because it enhances learning and enjoyment (Mo, Frenzel, Au, & Taxer, 2021), and teacher enthusiasm is important for students' motivation (Keller, Hoy, Goetz, & Frenzel, 2016). This widely accepted importance of teacher enthusiasm may stem from its ability to influence students' progress and teach positively (Keller et al., 2014). Teachers can motivate and encourage students through genuine enthusiasm and passion for teaching, regardless of external factors such as financial incentives (Frenzel, Taxer, Schwab, & Kuhbandner, 2019). Supportive classrooms with enthusiastic teachers promote positive motivational development in students (Lazarides, Gaspard, & Dickey, 2019).

Reviews indicate that teacher enthusiasm benefits both instructors and students. Even a teacher's professional well-being is linked to their passion, and passionate teachers report higher levels of satisfaction in their lives and work and do not experience burnout. As a result, teacher enthusiasm is positively correlated with teacher happiness, health (Kunter et al., 2008, 2011, 2013) and the quality of mentorship (Richter et al., 2013), their understanding of the teaching profession, and subject knowledge (Mahler, Grosschedl, & Harms, 2017). In an enthusiastic teacher's classroom, learners feel more autonomous and less anxious (Cui et al., 2017). When students feel confident in class, they are willing to take academic and emotional risks, so they become self-confident enough to engage in the learning path (Ulmanen et al., 2016). In fact, creating a warm learning environment without judgment lays the groundwork for promoting student engagement.

It is therefore recommended for teachers who care about the quality of their classroom to enhance students' sense of belonging through interaction and urgency that lead to students' emotional engagement. Furthermore, teacher enthusiasm can increase students' concentration and their propensity and desire to learn which can be employed through tasks that trigger extrinsic rewards, satisfy learners' intrinsic well-being, and provide students with a sense of ownership and autonomy that all lead to cognitive engagement (Skinner & Pitzer, 2012). Regarding teachers' expression, it is worth mentioning that enthusiasm can also be important for teachers themselves which brings forth teacher's work-related well-being as enthusiastic teachers are inclined to be more satisfied in their lives and work (Buric & Moe, 2020). There are two sides to the enthusiasm coin; On the one hand are behavioural aspects that indicate non-verbal forms of teacher urgency, such as tone of voice, facial movements, humour, eye contact, smiles, and body movements, an empathetic and caring classroom setting (Witte & Wheelless, 2001) where students feel motivated (Derakhshan, 2021). Non-verbal urgency behaviours in conversation are rewarding and motivate students to be more attentive during classroom instruction (York, 2013).

Teachers' urgency behaviour can contribute to teaching efficiency by maintaining learner attention and preventing boredom and as a result it can enhance student motivation as the object of teacher enthusiasm (Babaev, 2007; Wang and Derakhshan, 2021). The other side of enthusiasm is behavioural in which the teacher can transfer enthusiasm through verbal cues and signals, such as mentioning the value of teaching content or making teachers' interests clear (Patrick et al., 2000). Given the prominence of teacher enthusiasm for both students and teachers, teacher educators and Chinese university managers should focus on promoting interest and enjoyment in teaching and subject matter. In addition, teachers need a situation without stressful working conditions that allows enthusiasm to be maintained and by cultivating teacher enthusiasm, a viable positive outcome on teaching quality, teacher well-being, student motivation, engagement, and learning can be achieved. In summary, future studies on student

engagement need to explore the most appealing perspectives and motivational directions regarding teachers' enthusiasm, differentiating between enthusiasm for the subject and enthusiasm for teaching. Therefore, future researchers should run studies that consider both dimensions of teacher enthusiasm to add new concepts to this field.

Organizational Climate

Organizational climate and teacher enthusiasm continue to be a source of interest for sociologists and psychologists. The term "organizational climate" is becoming even more popular in educational contexts. Many studies have consistently documented the importance of organizational climate as a determining factor of organizational outcomes. Various studies included in the review also show that organizational climate and teacher enthusiasm are potential factors in deciding the academic success of a school. Despite being such important variables, very few studies have been conducted to understand the interplay of these two variables. This will help to identify the most important aspects of organizational climate that can be used to significantly enhance teacher enthusiasm. Also, it can help to improve the effectiveness and efficiency of schools. With a better understanding of these variables, administrators may be able to find ways to improve the quality of work-life, which will result in increased productivity and, in the case of schools, higher levels of student achievement (Deer, 1980).

When teachers feel they can organize and execute their teaching according to their beliefs, they prepare more effectively, take personal responsibility for student achievement, are not afraid of temporary setbacks, and act purposefully to enhance student learning. It is important to understand how certain school climate characteristics affect teacher motivation that promotes teaching and learning in the classroom. It is important to understand how climate is related to teachers' achievements. Organizational climate consists of two terms: organization and climate. Organization refers to a group of two or more people who work together toward a common goal. This system of

cooperation includes human, physical, task, and cooperative elements. Collectively, these elements make up an organization. Different researchers have defined organizational climate in different ways (Galeta, 2017). Although the organizational climate of different organizations reflects similar characteristics, there may be differences in individual areas (Prastiawan et al., 2020). Therefore, the meaning of the term "organizational climate" can vary, and it is context-specific. In the present context, organizational climate refers to school climate. School is more than just a place to transmit knowledge; the number of interactions between human resources and school climate influences these interactions. Administrative, economic, and political problems can sometimes arise due to poor working conditions. Thomas (1976) described schools as umbilical organizations because they are conceived and born from a central administrative body, but their ties to that body are never completely severed. These ties are reflected in the school's organizational climate, which differentiates it from other schools. Organizational climate is an elusive concept, but it can provide educators with a better understanding of how schools operate (Thomas, 1976). It is the key to the smooth functioning of schools and has important implications for understanding the success of any organization. Philosophically, the school's organizational climate is the heart and soul of the school, and psychologically, it is the personality of the school (Maxwell, Reynolds, Lee, Subasic, & Bromhead, 2017).

School climate refers to the feelings and attitudes generated by the school environment (Lucas, 2007). School climate is a combination of human relationships, physical settings, and psychological environment (Perkins, 2006). According to Hoy and Miskel (2005), school climate refers to "the heart and soul of a school, the psychological and institutional characteristics that give the school its personality, a relatively enduring quality of the whole school that is experienced by members, which describes their collective perceptions about routine behaviour and influences their attitudes and behaviour in school" (p. 185). According to Freiberg (1998), school climate is the product of systemic,

physical, organizational, linguistic, socio-cultural, and psychological aspects.

It is the result of different types of interactions that occur between stakeholders (Ahgar, 2008). Therefore, school climate can be hostile or supportive, encouraging or oppressive. Four dimensions of organizational climate: teachers' perceptions of leadership, organization structure and design, interpersonal relationships, and member quality (Singh, 2015) have been considered. These four structural attributes make up the operationalized dimensions of organizational climate that were used during the data collection phase of the study. Leadership has been operationalized as the process of social influence that a leader can place on accomplishing a common task (Singh, 2015). It includes an individual's perception of an administrator's warmth, support, guidance, and supervision. Organizational structure and design are based on the hierarchy of people in the department. It is the way by which organizational activities are divided, organized, and coordinated (Ahmadi, Mehrpur, & Nikuravesh, 2016). The structure of an organization governs the distribution of information, inclusive work environment, expectations from teachers, and performance evaluation. Forehand (1968) described the size and structure of the organization as the external component of organizational climate. Interpersonal relations refer to relationships between colleagues including team spirit and recognition from administrators and colleagues. It also includes communication flow at different levels in the organization. Koyes and DeCotiis (1991) also suggested that leadership, communication, and feedback can be important predictors of psychological climate. The member quality dimension relates to teachers who demand comprehensive knowledge of the subject matter, curriculum, classroom management techniques, and standards expected of them (Singh, 2015).

Influence of Teachers' Enthusiasm

Research on the factors influencing teachers' behaviour has also shown that a teacher's 'internal side' (beliefs, well-being, and attitudes) affects their behaviour and performance, also called their 'external side' (Bandura, 1978;

Hwang et al., 2017; Shen et al., 2015). For example, teachers' emotions and self-efficacy, internal side factors, have been proven to influence the quality of their teaching and relationships with students (Seligman and Csikszentmihalyi, 2000; Zwart et al., 2014).

A recent study by Hayashi and Sasaki (2022) found that the type of leadership displayed by teachers influenced the framing of their messages. Authoritarian leaders were inclined to use loss-framed messages to motivate people, while transformational leaders tended to choose gain-framed messages. There is also strong evidence about the effects that the fulfilment of teachers' autonomy has on teachers' behaviour in general (Korthagen & Evelien, 2016) and on their use of engaging messages in particular (Santana-Monagas, Núñez, et al., 2022). With regard to the study of internal variables influencing teachers' use of messages, we have to highlight the work of Putwain. For example, Putwain and von der Embse (2018) found that both internal variables, teacher self-efficacy and the belief that students will evaluate the messages as a threat, influenced teachers' use of messages. More relevant to our study is the work of Putwain and Roberts (2012), in which they examined the relationship between teachers' beliefs about students and their use of fear appeals. We also found the work of Putwain et al. (2017) relevant to our study because these authors found that teachers used more fear appeals if they felt less connected to their students. This supports the idea that fear appeals are more likely to be used with low-achieving students.

In recent years, there has been a growing interest in studying teachers' enthusiasm (OECD, 2019b). As Keller et al. (2016) noted in their review, teachers' enthusiasm plays a fundamental role in their personal and professional lives, teaching effectiveness, and instructional quality. Teacher enthusiasm is conceptualized by Kunter et al. (2011) as a component of high-quality teaching, reflecting interest in the subject, intrinsic motivation, positive emotions, and an improved teaching process. In turn, these variables have a positive effect on teacher performance and behaviour (Bandura et al., 1977; Belcher et al., 2021; Day and Qing, 2009; Stephanou and Oikonomou, 2018).

Enthusiasm is an important factor in a teacher's ability to motivate their students as it helps create a positive and engaging learning environment (OECD, 2019b). When teachers are enthusiastic, they are more likely to effectively communicate their passion to their students and motivate them to learn. Enthusiasm also has a positive influence on various teachers' behaviours and practices in the classroom (Kunter et al., 2008), which, in turn, can increase students' motivation and engagement leading to improved learning outcomes.

Finally, enthusiasm has been shown to be contagious (Sy et al., 2005), so an enthusiastic teacher may inspire their students to be enthusiastic as well. These findings suggest that teachers' enthusiasm may be an important predictor of engaging messages and therefore warrants further study.

Influence of Organizational Climate

Climate in the general sense is termed as a certain course or condition of the weather at a place, represented by temperature, precipitation, rainfall, and wind. The concept of organizational climate was originally adopted by humanists in the late 1940s. Today it has become a veritable metaphor to explain the social order. It is also described as "situational determinants" or "environmental determinants" that shape human behaviour.

Basically, organizational climate reflects man's perception about the society to which he belongs. It is a set of selected characteristics and structures that employees identify about their organization which works as an important force in manipulating their behaviour. Therefore, organizational climate in a broad sense can be considered as the social setting of the organization. The climate of the organization is similar to the personality of an individual. Just as every individual has a personality that makes him different and unique from other individuals. Every organization has an organizational climate that clearly distinguishes it from other organizations.

Organizational climate can be defined as employees' shared perceptions or experiences of their workplace policies, practices, and procedures and the behaviours that are rewarded,

supported, and anticipated. Organizational climate research has its origins in the idea of Lewin, Lippitt, and White (1939) that leaders by their behaviour produce characteristic patterns of behaviour and attitudes of followers.

Factors Affecting Organizational Climate
Lawrence James R. and Allan Jones (1974) have classified the factors affecting the climate and they have grouped these factors under five headings:

Organizational Context: The first and the main important factor affecting the climate is the approach of the management. If the organization is dedicated to such a policy that it can effectively use its human and non-human resources, then it can be established that the climate is good.

Organizational Structure: The structure of the organization is another variable that affects the climate. It does not require any relationship and it describes the authority and functional responsibility.

Process: All organizations have certain processes alive in order to make it run. Communication, decision-making, motivation, and leadership are some of the very imperative processes through which the management accomplishes the objectives of the organization.

Physical Environment: The external conditions of the environment, the size and location of the building in which the employee works, the size of the city, the weather or the location all constrain the organizational climate.

System values and norms: Every organization has a clear and reasonably tangible formal value system, where certain classes of behaviour are remunerated and encouraged and certain types of behaviour subject the individual to appropriate sanctions. The formal value system is communicated to employees through rules, regulations, and policies.

Organizational climate can influence human behaviour in the organization through its effect on their performance, satisfaction, and attitude. There are four mechanisms by which climate influences the behaviour of employees.

Barrier system: It can act as a barrier system in both positive and negative sense. It can be eliminated by providing information to employees about what types of conduct will be remunerated, punished, or mistreated. Therefore,

behaviour can be influenced by varying degrees of rewards and punishments.

Evaluation of self and others: Organisational variables can influence behaviour through the evaluation of self and others. Both physiological and psychological variables will be involved in this process. Such evaluation will influence human behaviour.

By acting as stimulants: Organisational factors can influence human behaviour by acting as stimuli. As stimulants, they influence the arousal level of the individual, which is the motivational variable that guides human behaviour. The level of arousal will directly influence the level of activation and hence performance.

By helping the individual to form perceptions: Organisational factors influence behaviour by assisting the individual to form perceptions of the organization. Perceptions then influence behaviour. Therefore, a good organizational climate is helpful in improving employee satisfaction, better human relations, and higher productivity.

Organizational climate has the most significant impact on human performance through its effect on individual motivation and job satisfaction. It does this by allowing certain kinds of expectations about what results will come out of individual actions. Individuals have certain attitudes towards the organization and the implementation of these attitudes depends on their perceptions about how the organizational environment is geared towards the satisfaction of their needs. These organizational climates provide a kind of work environment in which employees feel satisfied or unhappy. Since employee satisfaction is a comprehensive way of modelling potential, organizational climate can also be considered as directly linked to performance in the organization. There are three aspects through which organizational climate affects the performance, satisfaction, and attitudes of employees in the organization. Khan et al. (1951) have identified five characteristics that affect individual performance in the organization. Process orientation, nurturing of assistants, supervision variety, and promotion attainment orientation.

Many administrators understand that an organization's richest asset and most difficult problems are its people. People give the business

its great strength and at the same time require management to do its greatest creative thinking. In an organization, each section or work group may have its own particular atmosphere. For example, the atmosphere of one is worrisome because there is a demanding boss and a lot of restless employees. In another place, the prevailing atmosphere is contented and welcoming because the boss is a passionate leader and the employees are calm and cooperative. Organizational climate is so important in industry that everyone must be alert to its consequences. Although intangible, organizational climate is a real phenomenon. Every organization has elements that have a profound effect on the prevailing climate. In some organizations, certain aspects such as structure or process play an important role, while in others the level of use of technology may be the most important influencing factor in the climate. Climate can affect motivation, performance, job satisfaction, and quality of work life. It does this by creating certain types of expectations about what results will come out of various tasks. Employees expect certain rewards and satisfaction based on their perception of the organization's climate. These expectations lead to organizational climate. A good climate is a long-term intention.

Conclusions

Teachers are the important pillars of the education system of any nation. They are considered the nation builders. To perform such a huge task they have to be physically, mentally, economically, and socially balanced, only then they can provide an effective teaching and learning process. Along with enthusiasm in teaching, qualitative improvement is also required for the betterment of learners. At present it is being felt that the quality of teaching is declining. Recent research in the field of education shows that although the quality, qualification, dedication, and commitment of teachers are increasing, teachers are not able to discharge their duties properly or effectively. It has been observed that in educational institutions where all the facilities are proper, and teachers are competent, still the results are mediocre, whereas institutions with fewer facilities give

better results. In an institutional organization, the system of administrative hierarchy and control, examination, and centralized planning for school improvements, all restrict the autonomy of the teacher at present.

A certain amount of autonomy must be provided to the teacher to be enthusiastic so that he/she is able to meet the diverse needs of the children. Just as the learner needs space, freedom, flexibility, and respect, the teacher too needs it. The teacher should not only receive orders but his/her views and opinions should also be heard by his/her superiors and colleagues who often make decisions that affect the immediate organisational climate in the institution. The teachers and the head should share a relationship based on equality and mutual respect to create a better and positive organizational climate. Decision-making should be based on dialogue and discussion. The way they conduct themselves individually as well as jointly has a direct bearing on the climate of the organization. An atmosphere that facilitates collaborative efforts among teachers needs to be encouraged. It can therefore be said that, in any organization where there is a favourable environment or climate, teachers excel. An educational organization free from red tape and other hierarchical problems creates healthy competition among teachers, which ultimately enhances teacher enthusiasm. Research studies (Olorunsola and Arogundade 2012; Adenike 2011; Raza 2010; Garg and Rastogi 2006; Kumaran 2005) show that organizational climate has a significant impact on various psycho-social variables of a teacher. This article has highlighted the importance of examining the organizational climate regarding teacher enthusiasm. It has provided important insights into the effect of organizational climate on teacher enthusiasm for teaching. A positive and supportive organizational climate has a direct impact on enhancing teachers' enthusiasm. When teachers perceive an environment that promotes collaboration, professional development, and positive relationships, they are more likely to display a high level of enthusiasm in their teaching practice. On the other hand, a negative or unsupportive organizational climate can reduce teacher motivation and enthusiasm, which can ultimately affect student outcomes.

Organizational climate is important in predicting teacher enthusiasm. Organizational design is the most important predictor of teacher enthusiasm, followed by membership quality, leadership, and interpersonal relationships. Organizational climate moderately affects teacher enthusiasm. Thus, the importance of organizational climate in determining teachers' enthusiasm is successfully explained and verified.

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