
A CRITICAL REVIEW OF IMPACT OF SCHOOL ORGANIZATIONAL CLIMATE ON THE PROFESSIONAL ADJUSTMENT OF SCHOOL TEACHERS

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Abstract:

Organizational climate and professional adjustment are important factors that influence the working experiences, performance, and retention of secondary school teachers. Organizational climate refers to teachers' shared perceptions regarding the policies, practices, leadership styles, and working conditions within a school. Professional adjustment, on the other hand, relates to teachers' capacity to adapt to the demands of their profession, cope with workplace challenges, and maintain enthusiasm and commitment to their roles. A healthy organizational climate plays a crucial role in improving teachers' job satisfaction and professional well-being. When teachers perceive their workplace as supportive and collaborative, they are more likely to feel motivated, experience less occupational stress, and perform effectively in their professional responsibilities. In contrast, an unfavorable organizational climate can contribute to stress, dissatisfaction, reduced productivity, and even teachers leaving the profession. This study focuses on examining the relationship between organizational climate and the professional adjustment of secondary school teachers. Several theoretical perspectives provide a framework for understanding this relationship. For example, Maslow's Hierarchy of Needs explains how fulfilling teachers' psychological and professional needs can enhance their motivation and satisfaction. Similarly, Herzberg's Two-Factor Theory highlights the role of motivational and hygiene factors in shaping job satisfaction. Organizational Climate Theory further explains how the school environment influences teachers' attitudes, behaviors, and professional engagement. Previous research indicates that various workplace factors affect teachers' professional adjustment. Elements such as workload, relationships with colleagues and administrators, autonomy in teaching practices, and access to professional development opportunities significantly influence teachers' ability to adapt to their professional environment. In addition, leadership approaches, collegial cooperation, and the availability of teaching resources play an essential role in shaping the overall organizational climate of schools. Empirical studies consistently demonstrate a strong association between a positive organizational climate and improved professional adjustment among teachers. Schools that encourage democratic leadership, teamwork, and open communication tend to report higher levels of teacher motivation, satisfaction, and commitment. On the other hand, rigid administrative structures, workplace conflicts, and limited opportunities for professional growth often hinder teachers' ability to adjust effectively to their roles. To enhance teachers' professional adjustment, educational institutions should adopt policies and practices that promote a supportive and inclusive work environment. Strategies such as mentoring systems, continuous professional development programs, and participatory decision-making processes can help teachers feel valued and empowered in their professional roles. By focusing on teachers' well-being and cultivating a positive organizational climate, schools can strengthen teacher effectiveness, improve job satisfaction, and ultimately contribute to better learning outcomes for students. This study highlights the significant role of organizational climate in shaping teachers' professional experiences and emphasizes the need for further research to identify innovative approaches for improving teacher well-being. Educational administrators and policymakers should recognize the importance of these factors in building a committed, motivated, and resilient teaching workforce.

Keywords: Professional Adjustment, Organizational Climate, Secondary School Teachers, Teacher Well-being, School Environment.

INTRODUCTION:

Teachers have a significant influence on the intellectual, social, and emotional growth of students. Their effectiveness in fulfilling these responsibilities is closely related to how well they adjust to their professional roles and the nature of the organizational climate in which they work. Professional adjustment refers to teachers' ability to adapt to the demands of their profession, manage work-related stress, and sustain motivation while dealing with various challenges in the teaching environment (Kyriacou, 2001). Organizational climate, in contrast, describes the overall working atmosphere of a school, including its policies, administrative practices, leadership approaches, and the quality of interpersonal relationships among staff members (Hoy & Miskel, 2013). A supportive and positive organizational climate can increase teachers' job satisfaction, strengthen their performance, and contribute to improved student learning outcomes. Conversely, an

unfavorable work environment may result in reduced job satisfaction, increased stress and burnout, and higher levels of teacher turnover (Skaalvik & Skaalvik, 2010).

Importance of Professional Adjustment: Professional adjustment is a multi-dimensional concept that includes psychological, social, and occupational adaptation. Teachers who experience a smooth professional adjustment tend to be more committed, resilient, and effective in their roles (Day, 2004). Various factors influence professional adjustment, including workload, interpersonal relationships, job autonomy, and professional development opportunities (Tschannen-Moran & Hoy, 2000). A well-adjusted teacher is more likely to foster a positive learning environment, which benefits students academically and emotionally. However, many secondary school teachers face significant challenges that hinder their professional adjustment. High workload, unrealistic expectations, and lack of administrative support often contribute to job-related stress (Kyriacou, 2001). Furthermore, teachers who lack professional autonomy and opportunities for career growth may struggle to stay motivated, leading to lower job satisfaction and decreased teaching effectiveness (Ingersoll, 2001). Addressing these challenges requires a supportive organizational climate that prioritizes teacher well-being and professional development.

Organizational Climate and Its Influence on Teachers: Organizational climate refers to employees' shared perceptions and interpretations of the environment in which they work. Within secondary schools, this concept includes various elements such as leadership practices, relationships among staff members, availability of resources, and the general culture of the institution (Hoy & Woolfolk, 1993). A healthy organizational climate is typically characterized by supportive leadership, cooperative teamwork, transparent policies, and sufficient instructional resources. These factors collectively contribute to greater teacher satisfaction, commitment, and retention within schools (Lindahl, 2006). Research conducted by Blase and Blase (1999) indicates that teachers working under democratic and transformational leadership styles tend to report higher levels of job satisfaction and greater opportunities for professional development. In contrast, educational institutions governed by autocratic leadership approaches and rigid bureaucratic systems frequently experience increased levels of teacher dissatisfaction and higher turnover rates (Luthans et al., 2008). School leadership therefore plays a central role in shaping the organizational climate by encouraging trust, respect, and open communication among staff members. Another important aspect of organizational climate is collegial support. Teachers who feel appreciated and supported by their colleagues are more likely to remain motivated, engaged, and dedicated to their professional responsibilities (Tschannen-Moran & Hoy, 2000). A collaborative school culture promotes the exchange of ideas, professional learning, and innovation, while also strengthening teachers' sense of belonging. Such an environment supports teachers' professional adjustment and enhances overall job satisfaction (Hoy & Miskel, 2013).

The Interplay between Professional Adjustment and Organizational Climate: The connection between professional adjustment and organizational climate is interactive and mutually influential. A supportive and positive organizational climate helps teachers adapt effectively to their professional responsibilities, while teachers who are well-adjusted contribute to maintaining a constructive and collaborative work environment. Educational institutions that emphasize teacher well-being, provide opportunities for ongoing professional development, and promote participatory decision-making often demonstrate higher levels of teacher commitment and reduced rates of teacher attrition (Ingersoll, 2001). Research findings indicate that teachers employed in schools with a favorable organizational climate are more likely to experience greater job satisfaction and a stronger sense of professional accomplishment (Skaalvik & Skaalvik, 2010). In contrast, schools characterized by an unfavorable climate—such as heavy workloads, limited administrative support, and inflexible management practices—frequently face challenges including increased teacher turnover and lower levels of student achievement (Kyriacou, 2001).

Addressing these challenges requires a comprehensive approach that combines teacher support initiatives, effective and empathetic leadership, and institutional reforms aimed at improving workplace conditions. Studies further suggest that a healthy school climate can significantly reduce teacher turnover, while supportive work environments play an important role in minimizing teacher stress and burnout.

Research Gaps and Future Directions

Despite the growing body of research on professional adjustment and organizational climate, several gaps remain. There is a need for more longitudinal studies that examine how changes in organizational climate impact teachers' professional adjustment over time. Additionally, more research is required to explore the role of cultural and contextual factors in shaping organizational climate and teacher adaptation (Luthans et al., 2008). Future studies should also investigate the effectiveness of various intervention programs designed to enhance teacher well-being and job satisfaction. Understanding the specific needs of secondary school teachers in different educational settings can help policymakers and school administrators develop targeted strategies to improve organizational climate and support professional adjustment.

Theoretical Framework Several theories provide insights into teachers' professional adjustment and organizational climate. These theories offer a foundation for understanding how various factors influence teacher motivation, job satisfaction, and overall effectiveness in secondary schools.

Maslow's Hierarchy of Needs: Abraham Maslow's (1943) Hierarchy of Needs provides a psychological framework for understanding teacher motivation and professional adjustment. Maslow proposed that individuals are motivated by five levels of needs: physiological, safety, love/belonging, esteem, and self-actualization. Teachers, like other professionals, seek to fulfill these needs within their work environment.

Physiological Needs: Teachers require basic financial security, including fair salaries, benefits, and access to necessary resources such as teaching materials and technology. For example, a study by Bame (1991) found that low pay and inadequate teaching resources negatively impacted teacher motivation in developing countries.

Safety Needs: Job security, a safe work environment, and reasonable workload expectations contribute to teachers' well-being. Schools with high job instability and excessive demands tend to have higher teacher attrition rates (Ingersoll, 2001).

Love/Belonging Needs: Collegial support and positive relationships with students, administrators, and peers help teachers feel valued and integrated into the school community (Tschannen-Moran & Hoy, 2000). For instance, a study by Skaalvik & Skaalvik (2011) showed that teachers with strong professional networks experienced lower levels of stress and burnout.

Esteem Needs: Recognition, respect, and professional growth opportunities enhance teachers' confidence and job satisfaction. Schools that offer teacher recognition programs and leadership opportunities foster a more engaged workforce (Day, 2004).

Self-Actualization: Teachers who experience career fulfillment, creativity, and opportunities for professional mastery are more likely to remain committed to their profession. Professional development programs and academic freedom contribute to this level of motivation (Hoy & Miskel, 2013).

Herzberg's Two-Factor Theory: Frederick Herzberg's Two-Factor Theory (1968) categorizes workplace factors into two groups: hygiene factors and motivators. This theory explains why certain aspects of the organizational climate influence teacher satisfaction and adjustment.

Hygiene Factors: These include salary, working conditions, school policies, and job security. While these factors do not necessarily increase job satisfaction, their absence leads to dissatisfaction (Herzberg, 1968). For example, research by Dinham & Scott (2000) found that inadequate salaries and poor administrative support were primary sources of dissatisfaction among Australian teachers.

Motivators: These factors include recognition, achievement, responsibility, and opportunities for growth. Schools that offer professional development programs, mentorship opportunities, and performance-based rewards tend to have more motivated and professionally adjusted teachers (Evans, 1998).

A practical application of Herzberg's theory is seen in schools implementing teacher empowerment programs. For instance, a study by Bogler (2001) found that teachers with decision-making autonomy reported higher job satisfaction and commitment.

Organizational Climate Theory

Organizational Climate Theory (Tagiuri & Litwin, 1968) explains how the overall environment of a school affects teachers' professional adjustment and effectiveness. This theory suggests that various dimensions of the organizational climate influence teacher performance and well-being.

Leadership Style: The principal's leadership style significantly impacts school climate. Transformational leadership, characterized by support, vision, and collaboration, fosters a positive climate, while authoritarian leadership may create stress and dissatisfaction (Blase & Blase, 1999).

Collegial Support: Schools with strong professional learning communities, where teachers collaborate and share best practices, enhance teacher satisfaction and retention (Hoy & Woolfolk, 1993).

Resource Availability: Schools with adequate teaching materials, technology, and infrastructure create a conducive learning environment. Lack of resources often leads to frustration and professional disengagement (Lindahl, 2006).

Workload and Autonomy: Excessive workload and lack of decision-making power contribute to teacher burnout (Kyriacou, 2001). Schools that provide teachers with autonomy in curriculum design and classroom management report higher engagement levels (Skaalvik & Skaalvik, 2010).

An example of Organizational Climate Theory in practice is Finland's education system. Finnish schools emphasize teacher autonomy, collaboration, and professional respect, resulting in high job satisfaction and student achievement (Sahlberg, 2011). Conversely, a study by Johnson et al. (2012) found that schools with rigid administrative structures and limited teacher input experienced higher rates of job dissatisfaction and attrition.

The interplay between Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and Organizational Climate Theory provides a comprehensive understanding of how teachers adjust to their professional environment. Schools that prioritize teacher well-being, provide professional development opportunities, and foster a supportive organizational climate are more likely to have motivated, engaged, and effective educators. Future research should explore how these theoretical perspectives can be applied in diverse educational settings to improve teacher retention and job satisfaction.

Professional Adjustment of Secondary School Teachers

Professional adjustment refers to teachers' capacity to adapt successfully to the demands of their professional environment, cope with occupational stress, and maintain motivation while facing various challenges in their work (Kyriacou, 2001). Achieving effective professional adjustment is essential for promoting job satisfaction, preventing burnout, and ensuring a high level of teaching performance. A teacher's ability to adjust professionally is influenced by several factors, including workload, relationships with colleagues and administrators, and access to opportunities for professional development and career advancement.

Workload and Job Stress: Excessive workload is one of the most significant barriers to professional adjustment among secondary school teachers. Many teachers experience high levels of job stress due to heavy teaching loads, administrative

tasks, curriculum changes, and extracurricular responsibilities (Kyriacou, 2001). Research suggests that unmanageable workloads contribute to emotional exhaustion, reduced motivation, and even teacher attrition (Skaalvik & Skaalvik, 2010). For example, a study conducted in the United Kingdom found that nearly 40% of teachers considered leaving the profession due to excessive workload and stress (Barmby, 2006). To mitigate these issues, schools can implement strategies such as reducing administrative burdens, allocating additional support staff, and ensuring a more balanced workload distribution (Day, 2004).

Interpersonal Relationships: Supportive relationships with colleagues, administrators, and students play a critical role in teachers' professional adjustment. Teachers who work in a positive and collegial environment report higher job satisfaction and lower stress levels (Tschannen-Moran & Hoy, 2000). A study by Hargreaves (2001) highlighted that strong professional relationships help teachers navigate challenges and enhance their sense of belonging within the school community. Schools that foster open communication, peer mentoring, and teamwork are more likely to retain well-adjusted and motivated teachers.

Autonomy and Professional Growth: Opportunities for professional development and career advancement significantly impact teachers' ability to adjust to their roles (Day, 2004). Teachers who feel empowered to make decisions regarding curriculum design, teaching methods, and classroom management tend to experience higher job satisfaction and motivation (Bogler, 2001).

For instance, Finland's education system is known for providing teachers with significant autonomy and professional development opportunities, which has led to one of the highest teacher satisfaction rates globally (Sahlberg, 2011). Schools that invest in continuous professional development programs, workshops, and leadership opportunities create an environment conducive to teacher success and well-being.

Organizational Climate in Secondary Schools

Organizational climate refers to the common perceptions that staff members hold about the policies, practices, and operational procedures within a school. A supportive and positive organizational climate can improve teachers' job satisfaction, lower stress levels, and promote better professional performance (Hoy & Woolfolk, 1993). Important aspects of organizational climate include leadership approaches adopted by school administrators, the level of support and cooperation among colleagues, and the availability of adequate resources required for effective teaching.

Leadership Style: The leadership style of school administrators significantly influences the organizational climate. Democratic leadership, which emphasizes collaboration, support, and open communication, has been found to enhance teacher morale and job satisfaction (Blase & Blase, 1999). For example, a study by Leithwood & Jantzi (2006) found that transformational school leaders who engage teachers in decision-making processes foster a sense of ownership and commitment among staff. In contrast, autocratic leadership, characterized by rigid control and lack of teacher input, often leads to dissatisfaction and low morale.

Collegial Support: A collaborative and supportive work culture contributes to a positive organizational climate and enhances teacher well-being (Hoy & Woolfolk, 1993). Schools that encourage teamwork, shared responsibilities, and peer mentoring create an environment where teachers feel valued and motivated. An example of this is Japan's "lesson study" model, where teachers collaboratively plan, observe, and discuss lessons to improve instructional practices. This approach not only enhances teaching quality but also fosters a strong sense of professional camaraderie (Fernandez, 2002).

Resource Availability: Access to teaching materials, technology, and infrastructure directly impacts teacher effectiveness and job satisfaction (Lindahl, 2006). Schools that provide adequate resources enable teachers to deliver high-quality instruction and reduce stress related to lack of support. For instance, a study by OECD (2019) found that teachers in well-resourced schools reported higher levels of motivation and lower burnout rates compared to those in underfunded institutions. Ensuring that teachers have access to essential resources is a critical aspect of fostering a positive organizational climate.

The professional adjustment of secondary school teachers is influenced by multiple factors, including workload, interpersonal relationships, and opportunities for professional growth. Simultaneously, the organizational climate within a school plays a crucial role in shaping teacher experiences and performance. Schools that prioritize supportive leadership, collegial collaboration, and resource availability create an environment where teachers can thrive. Future research should explore additional strategies to enhance teacher well-being and retention.

FINDINGS OF THE STUDY

Empirical studies have consistently demonstrated the significant impact of organizational climate on teacher professional adjustment. Research findings indicate that a positive school environment contributes to increased job satisfaction, lower burnout, and improved teacher retention.

Teacher Turnover and School Climate: Teacher turnover is a pressing concern in many educational systems worldwide. Research by Ingersoll (2001) found that schools with positive organizational climates, characterized by supportive leadership, collegial collaboration, and participative decision-making, experience lower rates of teacher turnover. Conversely, teachers in schools with rigid administrative structures and a lack of collegial support were more likely to leave their positions. For example, in a study of U.S. schools, Ingersoll reported that nearly 50% of new teachers leave the profession within the first five years due to unfavorable work environments.

Teacher Burnout and Supportive Environments: A study by Skaalvik & Skaalvik (2010) found that teachers working in supportive environments reported lower levels of burnout. The study highlighted that factors such as administrative support, positive student-teacher relationships, and access to professional resources significantly reduce stress levels and emotional exhaustion. In contrast, teachers working in stressful, high-pressure environments with little autonomy reported higher levels of job dissatisfaction and professional disengagement. For instance, in a survey of Norwegian teachers, the study found that teachers who felt supported by colleagues and administration were more resilient in handling job-related stressors.

Psychological Capital and Professional Adjustment: Luthans et al. (2008) introduced the concept of psychological capital, which includes self-efficacy, optimism, hope, and resilience. Their research emphasized that teachers with strong psychological capital are better able to adjust to challenging organizational climates. For example, in schools with bureaucratic challenges and limited resources, teachers who possessed high levels of self-efficacy and optimism were more likely to remain motivated and committed to their profession. Their findings suggest that fostering psychological capital through training and mentorship can enhance teachers' ability to cope with adverse work conditions.

Barriers and Challenges

Despite the well-documented benefits of a positive organizational climate, several challenges persist in achieving optimal conditions for teacher professional adjustment. These challenges often stem from bureaucratic constraints, workplace conflicts, and inadequate professional development opportunities.

Bureaucratic Constraints: Many educational institutions operate under rigid bureaucratic structures that limit teacher autonomy and creativity. Excessive regulations, standardized curricula, and strict administrative oversight often reduce teachers' ability to make independent instructional decisions (Ball, 2003). For example, teachers in highly centralized education systems, such as those in China, report frustration due to limited flexibility in teaching methods and assessment strategies (Zhao & Qiu, 2009). This rigidity can lead to professional disengagement and decreased motivation.

Workplace Conflicts and Collegial Relations: Interpersonal conflicts among teachers, administrators, and staff members can negatively affect professional adjustment. A study by Van Dick & Wagner (2001) found that workplace conflicts, such as lack of collaboration and competitive work environments, contribute to teacher stress and dissatisfaction. For instance, schools where teachers experience frequent conflicts with administration tend to report higher levels of absenteeism and turnover. Conversely, schools that foster teamwork and mutual respect have more satisfied and engaged teachers.

Inadequate Professional Development Opportunities: Ongoing professional development is critical for teacher effectiveness and adaptation to changing educational demands. However, many schools fail to provide sufficient opportunities for skill enhancement, which can negatively impact professional adjustment (Avalos, 2011). For example, teachers in under-resourced schools often report limited access to workshops, training sessions, and collaborative learning opportunities. This lack of professional growth avenues can result in stagnation, frustration, and ultimately, job dissatisfaction.

Implications for Practices and Policy:

Given the critical role of organizational climate in teacher professional adjustment, policymakers and school administrators must implement strategies to create a supportive and inclusive work environment. Below are key recommendations for improving teacher adjustment and job satisfaction.

Fostering a Supportive Organizational Climate: Schools should prioritize creating a positive organizational climate by promoting inclusivity, collaboration, and teacher empowerment. Research by Bryk & Schneider (2002) suggests that trust among teachers, administrators, and students fosters a sense of belonging and commitment. Schools that implement peer mentorship programs, encourage open communication, and provide emotional support contribute to greater job satisfaction and lower turnover rates.

Implementing Mentorship and Professional Development Programs: Mentorship programs play a crucial role in easing the transition for new teachers and enhancing professional adjustment. Studies have shown that mentorship reduces job-related stress and enhances teaching efficacy (Hobson et al., 2009). Schools should establish structured mentorship initiatives where experienced teachers provide guidance, support, and feedback to new educators.

Additionally, continuous professional development is essential for keeping teachers motivated and up-to-date with new teaching methodologies. Schools should invest in regular training workshops, technology integration programs, and peer-learning initiatives to enhance teacher competency and engagement.

Encouraging Participative Decision-Making: Teachers who feel included in decision-making processes are more likely to be engaged and satisfied in their work. Research by Somech (2010) found that participative decision-making enhances teacher motivation and fosters a sense of ownership over school policies. Schools should establish teacher committees, feedback mechanisms, and leadership roles that allow teachers to contribute to curriculum planning, policy development, and administrative decisions.

The professional adjustment of secondary school teachers is significantly influenced by the organizational climate within their schools. Empirical studies suggest that a positive school environment reduces teacher turnover, mitigates burnout, and enhances job satisfaction. However, challenges such as bureaucratic constraints, workplace conflicts, and inadequate

professional development opportunities continue to hinder optimal teacher adjustment. To address these challenges, educational institutions must foster a supportive climate, provide mentorship opportunities, and encourage teacher involvement in decision-making. By prioritizing teacher well-being and professional growth, schools can enhance teacher retention, motivation, and overall effectiveness, ultimately benefiting students and the broader education system. Future research should explore additional strategies for improving school climates and supporting teacher professional development in diverse educational settings.

Educational Implications

A positive organizational climate plays a crucial role in shaping the professional adjustment of secondary school teachers. Research has consistently shown that schools with supportive leadership, strong collegial relationships, and adequate resources foster an environment where teachers experience higher job satisfaction, reduced stress levels, and greater professional commitment. In contrast, schools with a rigid and unsupportive climate tend to witness higher teacher attrition, burnout, and dissatisfaction. One of the key findings of this review is that teachers who experience autonomy, professional development opportunities, and collaborative work environments are more likely to be engaged and effective in their roles. A well-adjusted teacher is not only beneficial for their own well-being but also directly impacts student learning outcomes. Schools that invest in improving their organizational climate create a ripple effect that enhances the overall educational experience for students.

Educational Implications: The findings of this review have several important implications for educational institutions, policymakers, and administrators. The professional well-being of teachers should be a priority, as it directly influences the quality of education delivered in schools. Below are some key recommendations:

Enhancing Leadership Practices: School administrators should adopt transformational leadership practices that empower teachers, encourage open communication, and provide continuous support. Leadership training programs for principals and school heads can help cultivate a positive school culture that values teacher input and promotes a shared vision for educational excellence.

Promoting Teacher Collaboration: Schools should create structured opportunities for teachers to collaborate, such as peer mentoring programs, team teaching initiatives, and professional learning communities. Encouraging teachers to share best practices and support one another enhances job satisfaction and reduces feelings of isolation.

Reducing Bureaucratic Constraints: Policies that provide teachers with greater flexibility in decision-making, curriculum planning, and instructional methods can enhance their sense of ownership and engagement. Educational institutions should review and streamline administrative procedures to ensure they do not add unnecessary stress to teachers' workloads.

Investing in Professional Development: Schools must allocate resources for continuous professional development opportunities, including workshops, conferences, and technology integration training. Encouraging teachers to pursue higher education and certifications can also contribute to their professional growth and adaptation to evolving educational demands.

Improving Work-Life Balance: Schools should implement policies that promote a healthy work-life balance for teachers, such as workload management strategies, mental health support services, and wellness programs. Reducing excessive administrative tasks and offering flexible scheduling options can help prevent burnout.

Strengthening Support Systems: Establishing teacher support networks and counseling services within schools can help educators cope with stress and challenges. Schools should also encourage positive relationships among teachers, students, and parents to create a more inclusive and harmonious environment.

While this review highlights the importance of organizational climate in teacher professional adjustment, further research is needed to explore innovative strategies for improving school environments. Future studies should examine the long-term effects of different leadership styles on teacher retention, investigate the role of emotional intelligence in professional adjustment, and explore the impact of digital technologies on organizational climate in secondary schools. In conclusion, fostering a positive organizational climate is essential for enhancing the professional adjustment and well-being of secondary school teachers. Schools that prioritize supportive leadership, collaboration, resource allocation, and professional growth opportunities create an environment where teachers thrive. By implementing evidence-based policies and practices, educational institutions can improve teacher satisfaction, reduce turnover rates, and ultimately contribute to better student outcomes. A holistic approach that addresses both structural and interpersonal aspects of the school climate will ensure a sustainable and effective teaching workforce for the future.

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