School Work Culture and Teacher Productivity in Higher Secondary Education: An Empirical Analysis

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ARTICLE INFO	ABSTRACT
	The present study investigates the relationship between school work culture and teacher productivity among higher secondary teachers, with specific reference to differences based on gender, educational qualification, employment status, teaching experience, and type of school management. A descriptive survey method was adopted, and data were collected from a representative sample of higher secondary teachers using standardized tools to measure dimensions of school work culture—namely administrative support, communication practices, professional development, collaborative efforts, and policy alignment—and teacher productivity, including academic preparation, classroom management, instructional strategies, use of teaching resources, and teacher–student relationship. Statistical analyses such as *t*-tests, ANOVA, and correlation analysis were employed to test the formulated hypotheses. The findings revealed partial differences in school work culture and significant differences in teacher productivity across selected demographic and professional variables. Female teachers demonstrated higher overall teacher productivity, while teachers with professional training (PG with B.Ed.) and those with 5–10 years of experience exhibited superior performance in key instructional dimensions. Variations were also observed across government, government-aided, and private schools in both work culture and productivity. Importantly, a significant and positive correlation was found between school work culture and teacher productivity, indicating that a supportive and collaborative institutional environment enhances teachers' effectiveness. The study underscores the need for context-sensitive administrative practices, strengthened professional development programs, and policy initiatives aimed at fostering positive school work cultures to improve teacher productivity at the higher secondary level. **Keywords:** School Work Culture; Teacher Productivity; Higher Secondary Teachers; Administrative Support; Professional Development

Introduction

Higher secondary education represents a critical juncture in the educational continuum, serving as the bridge between foundational learning and tertiary education or workforce entry. Within this context, the school work culture—encompassing the shared values, beliefs, norms, and practices that characterize an educational institution—plays a pivotal role in shaping educational outcomes. School work culture extends beyond mere organizational structure to include the psychological climate, interpersonal relationships, leadership dynamics, and the collective ethos that influences how teachers perceive their roles and execute their responsibilities (Suyanto et al, 2023, Damanik et al, 202 & Narad and Abdullah, 2020). The relationship between school work culture and teacher productivity represents a critical area of inquiry in educational research, particularly within the higher secondary education context. While both constructs have been studied independently, understanding their interconnection is essential for developing comprehensive strategies to enhance educational quality and teacher effectiveness (Kanya et al, 2021 & Indajang et al, 2021). The need to explore this relationship stems from several compelling rationales grounded in both theoretical considerations and practical imperatives. From a theoretical perspective, organizational behaviour theories and educational effectiveness models posit that environmental and contextual factors significantly influence individual

performance outcomes (Kawa, 2019 & Virgana & Matin, 2022). School work culture, as a contextual variable, shapes the conditions under which teachers work, influencing their motivation, job satisfaction, professional identity, and ultimately, their productivity (Farid et al, 2019, Suhardi, 2022 & Virgana & Matin, 2023). Understanding the mechanisms through which work culture impacts teacher productivity can contribute to theoretical frameworks that explain teacher effectiveness and inform evidence-based interventions (Sudibjo & Sutarji, 2020). Second, from a practical standpoint, educational administrators, policymakers, and school leaders require empirical evidence to guide decision-making regarding organizational development, resource allocation, and policy formulation (Dwiyono et al, 2023 & Sujaya, 2023). If school work culture demonstrably influences teacher productivity, then investments in cultivating positive organizational climates, enhancing leadership practices, fostering collaborative environments, and supporting teacher autonomy become justifiable and strategic priorities (Iba & Alsa, 2021). Conversely, understanding this relationship can help identify specific cultural dimensions that most significantly impact productivity, enabling targeted interventions rather than broad, resource-intensive organizational change initiatives (Sathya & Velmurugan, 2022). Third, the contemporary educational landscape, characterized by increasing accountability pressures, resource constraints, and demands for continuous improvement, necessitates a deeper understanding of the factors that enable or constrain teacher effectiveness (Syeikh et al, 2023, Farid et al, 2019 & Asril et al 2023). Many educational systems have invested heavily in teacher training, curriculum reform, and technological infrastructure, yet productivity gains have often been modest or inconsistent (Jakiyah & Prihatin, 2018). This suggests that contextual and organizational factors—including work culture—may play a more significant role than previously recognized, warranting systematic investigation (Sudibjo & Sutarji, 2020).

Literature Review

The empirical literature published between 2010 and 2023 provides substantial evidence on school work culture dimensions, teacher productivity factors, and their interrelationships within higher secondary education contexts across diverse geographical regions and educational systems. Researchers have employed a wide range of methodological approaches—including structural equation modelling, path analysis, correlation studies, and regression analyses—to examine these constructs. School work culture has been conceptualized through multiple dimensions such as organizational climate, leadership styles, work environment characteristics, and institutional values, while teacher productivity has been operationalized using performance indicators, effectiveness measures, and outcome-based assessments. This body of research collectively highlights the complexity of educational organizations and underscores the importance of examining both structural and human dimensions to understand productivity in higher secondary institutions. Empirical investigations into school work culture have identified several organizational characteristics that define educational work environments. Studies using the School Organizational Climate Description Questionnaire have examined eight dimensions—disengagement, alienation, esprit, intimacy, psycho-physical hindrance, controls, production emphasis, and humanized thrust—revealing significant variations across school types and contexts (Sathya & Velmurugan, 2022). Organizational culture has also been analysed through behavioural norms, dominant values, institutional philosophy, and shared assumptions, with scholars identifying artifacts, values and beliefs, and underlying assumptions as core cultural components (Subandi et al, 2023). Cross-national studies have consistently shown that open and autonomous school climates positively influence teacher effectiveness and student achievement, whereas closed or highly controlled climates negatively affect outcomes (Sujaya, 2013). Research conducted in Indonesian contexts demonstrated that school climate contributes 42.3% to teacher performance (Sinaulan, 2016), while studies in private high schools reported strong associations between organizational culture and teacher productivity, with correlation coefficients of 0.575 and path coefficients of 0.42 (Mahmood et al, 2023). The work environment has emerged as a particularly influential dimension, accounting for 39.4% of the variance in teacher performance in some studies (Habibi et al 2023). Transformational leadership has been repeatedly identified as a critical cultural factor, with empirical evidence showing that transformational leadership practices enhance organizational climate and foster empowering conditions for improved teacher performance across multiple contexts (Purwanti, 2005).

Research focusing on teacher productivity and its relationship with school work culture reveals a complex interplay of organizational, environmental, and individual factors. Teacher productivity has been defined as a combination of traits, behaviors, and competencies that enable educators to achieve desired educational outcomes, often measured using indicators specified in educational legislation and institutional standards (Arizqi et al, 2023). Empirical studies have identified motivation, job satisfaction, teacher competence, teaching experience, work ethics, and self-efficacy as significant predictors of productivity, with motivation contributing 14.54% and job satisfaction contributing between 13.88% and 50.5% to teacher performance across studies (Rahmawati, 2022). Teaching experience has shown strong statistical significance ($p = 0.000$; $t = 3.888$), as is motivated, while work ethics demonstrated meaningful relationships with productivity ($r = 0.541$; path coefficient = 0.363) (Suhardi, 2022). Several multivariate studies revealed that organizational culture, leadership, and teacher competence together explain up to 68.12% of teacher performance variance,

with remaining variance attributed to unmeasured factors (Kanya et al, 2021) Direct examinations of the culture–productivity relationship consistently report positive and significant effects, including strong correlations between organizational climate and teacher effectiveness ($r = 0.76$, $p < 0.01$) and substantial regression coefficients ($\beta = 0.50$) (Narad and Abdullah, 2020), as well as SEM findings showing cultural effects as high as 0.669 ($p = 0.000$) (Indajang et al, 2021). Notably, research in private vocational schools reported exceptionally strong effects, with organizational culture accounting for 92.6% of teacher productivity variance and a regression coefficient of 1.03 (Jakiyah & Prihantin, 2018). However, the literature also documents contextual variability; some studies found non-significant effects of school culture on teacher performance ($p = 0.848$), indicating that cultural dimensions and contextual conditions may moderate these relationships (Subandi et al, 2021). Overall, the empirical evidence demonstrates that school work culture exerts a substantial and often decisive influence on teacher productivity in higher secondary education, with effect sizes ranging from moderate to very strong depending on cultural dimensions, measurement approaches, and contextual factors (Sudibjo and Sutarji, 2020 & Vigana and Matin, 2022).

Significance of the Study

The exploration of the relationship between school work culture and teacher productivity holds direct significance for teachers themselves and for the evolution of educational practice in higher secondary education. Understanding how organizational and cultural factors influence their productivity empowers teachers to advocate for supportive work environments, engage in organizational development initiatives, and optimize their professional effectiveness (Virgana et al, 2023). For individual teachers, the research findings validate the importance of organizational context in shaping their capacity to perform effectively. The evidence that organizational climate correlates strongly with teacher effectiveness ($r = 0.76$) and that work environment contributes substantially to performance (39.4%) affirms that teacher productivity is not solely a matter of individual effort or competence but is significantly influenced by the organizational conditions within which they work (Dwaiyono et al, 2023). This understanding can reduce feelings of personal inadequacy when productivity challenges arise from systemic or organizational factors rather than individual deficiencies.

Teachers can use these findings to advocate for organizational changes that support their effectiveness. Armed with empirical evidence demonstrating that positive school cultures, supportive work environments, and transformational leadership significantly enhance teacher productivity, teachers and their professional associations can engage in informed dialogue with administrators and policymakers about the organizational conditions necessary for optimal performance (Damanik et al, 2023). This evidence-based advocacy can be more persuasive than anecdotal complaints, potentially leading to meaningful organizational improvements. The research also highlights the importance of teacher participation in organizational culture development. The finding that collaborative cultures, shared decision-making, and teacher autonomy contribute to enhanced productivity suggests that teachers should actively engage in school governance, professional learning communities, and collaborative planning processes (Sathya and Velmurugan, 2022). By participating in these organizational activities, teachers not only contribute to positive culture development but also enhance their own professional satisfaction and effectiveness.

For educational practice more broadly, the findings suggest that professional development initiatives should extend beyond instructional techniques and content knowledge to include organizational literacy and collaborative competencies (Kenya et al, 2021). Teachers benefit from understanding organizational dynamics, developing skills in collaborative work, and learning to navigate and influence school cultures effectively. Professional development programs that address these organizational dimensions can enhance teachers' capacity to thrive in diverse school environments and contribute to positive cultural development. Furthermore, the research findings have implications for teacher preparation programs. Pre-service teacher education should include content on organizational culture, school climate, and the contextual factors that influence teaching effectiveness (Indajang et al, 2021). Preparing future teachers to understand and navigate organizational environments, collaborate effectively with colleagues, and contribute to positive school cultures can enhance their readiness for professional practice and their capacity to thrive in diverse educational settings.

Title of the Study
The present study is entitled as "School Work Culture and Teacher Productivity in Higher Secondary Education: An Empirical Analysis"

Operational Definition of the key terms

School Work Culture is defined as the shared values, beliefs, norms, and practices that characterize the organizational environment and shape teachers' professional experiences, interactions, and work behaviors within the educational institution. It encompasses the extent of administrative support, the quality and openness of communicative practices, institutional commitment to professional development, the degree of collaborative efforts and the alignment of institutional policies with educational goals.

Teacher productivity is operationally defined as the multidimensional construct representing the efficiency and effectiveness with which teachers perform their instructional and professional responsibilities to facilitate student learning and academic achievement. It encompasses teachers' systematic academic preparation, ability to create and maintain conducive classroom environments, proficiency in selecting and utilizing appropriate teaching resources and technological tools, quality of teacher-student relationships characterized by trust and emotional support, and overall teaching performance that integrates these elements to achieve learning outcomes.

Higher Secondary Teachers are operationally defined as teachers who are formally appointed and currently teaching students enrolled in Grades XI and XII (or equivalent levels) in recognized higher secondary schools, including government, aided, and private institutions.

Objectives of the Study

The present study aims at the following objectives
- To explore the differences in school work culture owing to differences in gender, educational qualification, employment status, teaching experiences, and type of management.
- To explore the differences in teacher productivity owing to differences in gender, educational qualification, employment status, teaching experiences, and type of management.
- To investigate the relationship between school work culture and teacher productivity among higher secondary school teachers.

Hypotheses
The following hypotheses have been formulated.
- There is no significant difference between male and female higher secondary school teachers in their school work culture and teacher productivity.
- There is no significant difference between higher secondary school teachers whose educational qualification is PG and PG with B.Ed. in their school work culture and teacher productivity.
- There is no significant difference between permanent and temporary higher secondary school teachers in their school work culture and teacher productivity.
- There is no significant difference among higher secondary school teachers whose teaching experience is less than 5 years, 5 to 10 years, and more than 10 years with respect to their school work culture and teacher productivity.
- There is no significant difference between higher secondary teachers who are working in government, government aided and private schools with respect to their school work culture and teacher productivity.
- There is no significant relationship between school work culture and teacher productivity among higher secondary school teachers.

Methods and Procedures
The survey method of research has been used in the present study. Using the simple random sampling technique, 600 higher secondary teachers (Male = 304 and Female = 296) were selected from government, government aided and private schools of Chennai district. The data were collected from the higher secondary teachers using the tools namely (i) School Work Culture constructed and standardized by the investigators (2023) and (ii) Teacher Productivity Scale constructed and standardized by the investigators (2023). The collected data were scored according to the scoring scheme and the scores were tabulated for the data analysis. Mean, standard deviation, 't' test, one-way ANOVA and Karl Pearson's product moment correlation were used to analyse the data with the help of SPSS (Version 22.0). The analysed data were tabulated and tested with hypotheses as below.

Hypothesis Testing
H_01: There is no significant difference between male and female higher secondary teachers in their school work culture and its dimensions.

Table – 1 showing the significant difference between male and female higher secondary teachers in their school work culture and its dimensions.

Dimensions of School Work Culture	Gender					't'-Value
	Male N = 304		Female N = 296			
	Mean	SD	Mean	SD		

Administrative support	23.13	7.226	28.60	8.151	8.714*
Communication Practices	17.44	4.173	17.41	4.141	0.084**NS**
Professional Development	21.40	6.849	19.67	5.573	3.387*
Collaborative Efforts	20.94	7.591	18.85	6.076	3.716*
Policy Alignments	22.61	7.913	21.42	7.306	1.901 **NS**
Total Score	105.51	16.415	105.96	14.621	0.351**NS**

Note: * p <0.05 – 5% Level of Significance, NS – Not Significant

It is evident from the above table that there is a significant difference between male and female higher secondary teachers in the dimensions of administrative support, professional development, and collaborative efforts. It is observed that male and female higher secondary teachers found to be similar in the dimensions of communicative practices and policy alignments. Female higher secondary teachers found to have higher administrative support than male teachers. The male teachers found to be higher in the scores of professional development and collaborative efforts than the female teachers. In the overall scores of school work culture, there is no significant difference between male and female higher secondary teachers. Hence, the formulated hypothesis "There is no significant difference between male and female higher secondary teachers in their school work culture and its dimension" is partially accepted.

H_o2: There is no significant difference between male and female higher secondary teachers in their teacher productivity and its dimensions.

Table – 2 showing the significant difference between male and female higher secondary teachers in their teacher productivity and its dimensions.

Dimensions of Teacher Productivity	Gender				't'-Value
	Male N = 304		Female N = 296		
	Mean	SD	Mean	SD	
Academic Preparation	20.27	7.906	23.23	8.819	4.336**
Classroom Management	23.57	8.982	25.80	9.494	2.967**
Use of Teaching Resources	21.86	8.921	27.04	9.823	6.763**
Instructional strategies	28.27	11.192	37.48	13.511	9.103**
Teacher-Student Relationship	20.55	7.712	27.99	10.195	10.108**
Total Score	114.51	23.752	141.55	32.231	11.719**

Note: **p<0.01 – 1% Level of Significance, NS – Not Significant

It is seen from the above table that there is a significant difference between male and female teachers in the dimensions of academic preparation, classroom management, use of teaching resources, instructional strategies, teacher-student relationship, and its total score. In all the dimensions and in the overall score, female higher secondary teachers found to be higher than their counter parts. Hence, the formulated hypothesis, "There is no significant difference between male and female higher secondary teachers in their teacher productivity and its dimensions." is rejected.

H_o3: There is no significant difference between higher secondary teachers with PG and PG with B.Ed. in their school work culture and its dimensions.

Table – 3 showing the significant difference between higher secondary teachers with PG and PG with B.Ed. in their school work culture and its dimensions.

Dimensions of School Work Culture	Educational Qualification		't'-Value
	PG N = 116	PG with B.Ed. N = 484	

	Mean	SD	Mean	SD	
Administrative support	24.07	7.394	26.25	8.289	2.594**
Communication Practices	17.56	4.194	17.39	4.148	0.386NS
Professional Development	20.82	6.714	20.48	6.210	0.521NS
Collaborative Efforts	20.68	7.123	19.73	6.914	1.324NS
Policy Alignments	21.68	7.626	22.10	7.6645	0.535NS
Total Score	104.81	14.790	105.95	15.727	0.712NS

Note: **$p<0.01$ – 1% Level of Significance, NS – Not Significant

It is observed from the above table that there is no significant difference between higher secondary teachers with their educational qualification PG and PG with B.Ed. in the dimensions of communicative practices, professional development, collaborative efforts, policy alignments and in the total score of school work culture. But there is a significant difference between PG and PG with B.Ed. higher secondary teachers in the dimension of administrative support. The PG with B.Ed. degree teachers found to have higher administrative support than PG teachers. Hence, the formulated hypothesis, "There is no significant difference between higher secondary teachers with PG and PG with B.Ed. in their school work culture and its dimensions." Is accepted but rejected for the dimension of administrative support.

H_o4: There is no significant difference between higher secondary teachers with PG and PG with B.Ed. in their teacher productivity and its dimensions.

Table – 4 showing the significant difference between higher secondary teachers with PG and PG with B.Ed. in their teacher productivity and its dimensions

Dimensions of Teacher Productivity	Educational Qualification				't'-Value
	PG N = 116		PG with B.Ed. N = 484		
	Mean	SD	Mean	SD	
Academic Preparation	21.22	8.438	23.34	8.728	2.356*
Classroom Management	22.98	9.517	25.07	9.209	2.183*
Use of Teaching Resources	24.43	9.143	25.85	10.025	1.387NS
Instructional strategies	30.25	13.509	33.43	13.077	2.336*
Teacher-Student Relationship	24.34	10.201	25.73	9.926	1.338NS
Total Score	123.23	31.491	133.41	29.758	3.271**

Note: **$p<0.01$ – 1% Level of Significance, * $p <0.05$ – 5% Level of Significance, NS – Not Significant

It is evident from the above table that there is a significant between higher secondary teachers with PG and PG with B.Ed. in the dimensions of academic preparation, classroom management, instructional strategies and total score of teacher productivity. The higher secondary teachers with PG and B.Ed. found to be higher than the teachers with only PG degree in the dimensions of academic preparation, classroom management, instructional strategies, and teacher productivity. In the dimensions of use of teaching resources and teacher-student relationship, the teachers with only PG degree and PG and B.Ed. degree are found to be similar. Hence, the formulated hypothesis, "There is no significant difference between higher secondary teachers with PG and PG with B.Ed. in their teacher productivity and its dimensions." is partially accepted.

H_o5: There is no significant difference between higher secondary teachers with permanent and temporary employment status in their school work culture and its dimensions.

Table – 5 showing the significant difference between higher secondary teachers with permanent and temporary employment status in their school work culture and its dimensions

Dimensions of School Work Culture	Employment Status				't'-Value
	Permanent N=318		Temporary N=282		
	Mean	SD	Mean	SD	
Administrative support	25.89	8.368	27.27	7.867	2.073*
Communication Practices	18.64	4.276	18.55	4.318	0.261[NS]
Professional Development	20.97	6.847	20.69	5.304	0.550[NS]
Collaborative Efforts	20.88	7.233	18.83	6.479	3.640**
Policy Alignments	21.86	7.701	22.20	7.573	0.545[NS]
Total Score	105.97	16.350	105.46	14.607	0.404[NS]

Note: **$p<0.01$ – 1% level of significance, * $p<0.05$ – 5% level of significance, NS – Not Significant

It is revealed from the above table that there is no significant difference between higher secondary teachers whose employment status is permanent and temporary with respect to the dimensions of communication practices, professional development, policy alignment, and total score of school work culture expect for the dimensions of administrative support and collaborative efforts. The temporary higher secondary teachers found to have higher administrative support than their counter part. The higher secondary teachers employed permanently found to make more collaborative efforts than the temporary teachers. Hence, the formulated hypothesis, "There is no significant difference between higher secondary teachers with permanent and temporary employment status in their school work culture and its dimensions." is accepted but rejected for the dimensions of administrative support and collaborative efforts.

H$_o$6: There is no significant difference between higher secondary teachers with permanent and temporary employment status in their teacher productivity and its dimensions.

Table – 6 showing the significant difference between higher secondary teachers with permanent and temporary employment status in their teacher productivity and its dimensions

Dimensions of Teacher Productivity	Employment Status				't'-Value
	Permanent N=318		Temporary N=282		
	Mean	SD	Mean	SD	
Academic Preparation	23.12	8.739	22.71	8.680	0.571[NS]
Classroom Management	24.52	9.024	24.84	9.612	0.423[NS]
Use of Teaching Resources	24.97	9.904	26.25	9.802	1.583[NS]
Instructional strategies	32.60	13.375	33.05	13.041	0.412[NS]
Teacher-Student Relationship	25.49	9.917	25.42	10.082	0.084[NS]
Total Score	130.70	27.836	132.27	32.970	0.632 [NS]

Note: **$p<0.01$, * $p<0.05$, NS – Not Significant

It is observed from the above table that there is no significant difference between higher secondary teachers with permanent and temporary employment status in their teacher productivity and its dimensions. Hence,

the formulated hypothesis, "There is no significant difference between higher secondary teachers with permanent and temporary employment status in their teacher productivity and its dimensions" is accepted.

H₀7: There is no significant difference among higher secondary teachers whose teaching experiences are less than 5 years, 5 to 10 years and more than 10 years in their school work culture and its dimensions.

Table – 7 showing the significant difference among higher secondary teachers whose teaching experiences are less than 5 years, 5 to 10 years and more than 10 years in their school work culture and its dimensions.

Dimensions of School Work Culture	Teaching Experience						'F'-Value	Groups Differ Significantly
	Less than 5 years		5-10 years N=225		More than 10 years			
	Mean	SD	Mean	SD	Mean	SD		
Administrative support	23.49	8.721	26.03	8.356	27.56	8.356	11.19**	(1&2) and (1&3)
Communication Practices	16.94	5.048	17.60	4165	18.62	4.461	6.498**	(1&2), (2&3) and (1&3)
Professional Development	20.35	6.529	20.94	6.741	20.78	6.185	0.436^NS	None
Collaborative Efforts	19.49	6.769	20.68	7.445	19.42	6.478	2.198^NS	None
Policy Alignments	21.92	7.937	22.52	7.376	21.53	7.641	0.870^NS	None
Total Score	102.19	16.896	107.77	16.051	107.91	16.388	7.662**	(1&2) and (1&3)

Note: **$p<0.01$, * $p<0.05$, NS – Not Significant

It is seen from the above table that the school work culture and its dimensions administrative support and communication practices do differ significantly among teachers with teaching experience less than 5 years, 5 to 10 years and more than 10 years. The dimension of administrative support found to be higher for teachers whose teaching experience is more than 10 years followed by teachers with 5 – 10 years and less than 5 years of teaching experience. The dimension of communication practices found to be higher for teachers whose teaching experience is more than 10 years followed by teachers with 5 – 10 years and less than 5 years of teaching experience. The total school work culture score shows that the teachers with more than 10 years and 5 to 10 years teaching experience are found to be higher than the teachers with less than 5 years of teaching experience. Hence, the formulated hypothesis, "There is no significant difference among higher secondary teachers whose teaching experiences are less than 5 years, 5 to 10 years and more than 10 years in their school work culture and its dimensions of administrative support and communication practices" is rejected but accepted for the dimensions of professional development, collaborative efforts, and policy alignment.

H₀8: There is no significant difference among higher secondary teachers whose teaching experiences are less than 5 years, 5 to 10 years and more than 10 years in their teacher productivity and its dimensions.

Table – 8 showing the significant difference among higher secondary teachers whose teaching experiences are less than 5 years, 5 to 10 years and more than 10 years in their teacher productivity and its dimensions.

Dimensions of Teacher Productivity	Teaching Experience						'F'-Value	Groups Differ Significantly
	Less than 5 years		5-10 years N=225		More than 10 years			
	Mean	SD	Mean	SD	Mean	SD		
Academic Preparation	20.29	8.51	24.08	9.200	20.73	8.372	11.866**	(1&2) and (2&3)
Classroom Management	23.31	9.702	26.78	8.988	22.69	9.510	11.590**	(1&2) and (2&3)
Use of Teaching Resources	25.77	10.270	22.99	9.850	23.65	9.551	4.301**	(1&2), (2&3) and (1&3)
Instructional strategies	29.95	13.549	33.28	12.008	29.76	13.870	4.829**	(1&2) and (2&3)

Teacher-Student Relationship	22.83	9.913	26.20	9.881	23.04	10.084	7.572**	(1&2) and (2&3)
Total Score	122.15	28.694	133.33	26.486	119.87	33.654	12.484**	(1&2) and (2&3)

Note: **p<0.01, * p <0.05, NS – Not Significant

It is observed from the above table that there is a significant difference among higher secondary teachers whose teaching experiences are less than 5 years, 5 to 10 years and more than 10 years in their teacher productivity and its dimensions. The dimensions of academic preparation, classroom management, use of instructional strategies, teacher-student relationship and in the total scores of teacher productivity, the teachers who have 5 to 10 years of teaching experience outperformed teachers with more than 10 years and less than 5 years of experience. The teachers with less than 5 years of teaching experience found to be effective in using teaching resources than the teachers with more than 10 years and 5 to 10 years of teaching experience. Hence, the formulated hypothesis, "There is no significant difference among higher secondary teachers whose teaching experiences are less than 5 years, 5 to 10 years and more than 10 years in their teacher productivity and its dimensions." is rejected.

H_09: There is no significant difference among higher secondary teachers who are working in government, government aided and private schools in their school work culture and its dimensions.

Table – 9 showing the significant difference among higher secondary teachers who are working in government, government aided and private schools in their school work culture and its dimensions.

Dimensions of School Work Culture	Type of Management						'F'-Value	Groups Differ Significantly
	Government N=206		Government Aided		Private N=213			
	Mean	SD	Mean	SD	Mean	SD		
Administrative support	26.06	8.770	25.71	8.606	25.36	8.385	0.354^{NS}	None
Communication Practices	17.37	4.920	17.24	4.424	18.44	4.325	4.239*	(2&3) and (1&3)
Professional Development	21.58	7.787	20.28	5.460	20.23	5.854	2.869^{NS}	None
Collaborative Efforts	21.36	7.410	18.33	5.946	19.86	7.038	9.385**	(1&2) (2&3) and (1&3)
Policy Alignments	22.25	7.974	21.69	7.331	22.08	7.584	0.267^{NS}	None
Total Score	108.62	18.529	103.24	14.032	105.96	16.338	5.127**	(1&2) and (1&3)

Note: **p<0.01, * p <0.05, NS – Not Significant

It is seen from the above table that the there is a significant difference among higher secondary teachers who are working in government, government aided and private in their school work culture and its dimensions such as communication practices and collaborative efforts. The dimensions of administrative support, professional development and policy alignments are not differing significantly with respect to the types of management. The private school teachers found to have good communicative practices compared to teachers working in government and government aided schools. The government school teachers found to have higher collaborative efforts than private and government aided school teachers. From the total score of school work culture, we can see that the government school teachers found to have good school work culture compared to government aided and private school teachers. Hence, the formulated hypothesis, "There is no significant difference among higher secondary teachers who are working in government, government aided and private schools in their school work culture and its dimensions" is accepted for the dimensions of communication practices, collaborative efforts and total scores and rejected for the dimensions such as administrative support, professional development, and policy alignment.

H_010: There is no significant difference among higher secondary teachers who are working in government, government aided and private schools in their teacher productivity and its dimensions.

Table – 10 showing the significant difference among higher secondary teachers who are working in government, government aided and private schools in their teacher productivity and its dimensions.

Dimensions of Teacher Productivity	Type of Management						'F'-Value	Groups Differ Significantly
	Government N=206		Government Aided		Private N=213			
	Mean	SD	Mean	SD	Mean	SD		
Academic Preparation	22.28	9.492	23.18	9.024	23.99	9.208	1.797**NS**	None
Classroom Management	24.82	10.375	27.25	9.649	25.68	9.737	2.943*	(1&2)
Use of Teaching Resources	23.96	10.314	25.24	10.126	26.24	10.484	2.572**NS**	None
Instructional strategies	32.37	14.688	35.04	14.151	31.67	13.380	3.048*	(2&3)
Teacher-Student Relationship	23.56	10.541	25.66	10.240	27.38	10.686	6.930**	(1&2) and (1&3)
Total Score	126.99	31.274	136.37	28.958	134.96	31.257	5.480**	(1&2) and (1&3)

Note: **$p<0.01$, * $p <0.05$, NS – Not Significant

From the above table, it can be interpreted that there is a significant difference among higher secondary teachers who are working in government, government aided and private schools in their teacher productivity and its dimensions except for the dimensions of academic preparation and use of teaching resources. The teachers working in government aided schools found to be higher in classroom management and instructional strategies and in total scores of teacher productivity than the government and private school teachers. The teachers working in private schools found to have good teacher-student relationship compared to government and government aided school teachers. Hence, the formulated hypothesis, "There is no significant difference among higher secondary teachers who are working in government, government aided and private schools in their teacher productivity and its dimensions." is rejected but accepted for the dimensions of academic preparation and use of teaching resources.

H_011: There is no significant relationship between school work culture and teacher productivity among higher secondary teachers.

Table 11 - showing the significant relationship between school work culture and teacher productivity among higher secondary teachers

Variables	N	'Y'
School Work Culture and Teacher Productivity	600	0.186**

Note: ** - Significant at 0.01 level

It is inferred from the above table that there is a significant and positive correlation between school work culture and teacher productivity among higher secondary teachers.

Findings and Discussion

The present study examined differences in school work culture and teacher productivity among higher secondary teachers across gender, educational qualification, employment status, teaching experience, and type of management, and explored the relationship between school work culture and teacher productivity. The findings are discussed below considering recent empirical research, highlighting areas of convergence and divergence.

The findings indicate significant gender differences in selected dimensions of school work culture, namely administrative support, professional development, and collaborative efforts, while no significant difference was found in the overall school work culture. Female teachers perceived higher administrative support, whereas male teachers reported greater involvement in professional development and collaborative efforts. Similar patterns have been reported in recent studies which suggest that female teachers often experience stronger institutional support and relational leadership practices, while male teachers tend to engage more actively in professional networking and collaborative tasks (e.g., leadership-oriented or externally visible activities). However, some studies contradict these findings by reporting no gender-based differences in administrative support, attributing this to standardized school governance systems and uniform policy implementation.

In contrast, teacher productivity showed significant gender differences across all dimensions, with female teachers outperforming male teachers in academic preparation, classroom management, instructional strategies, use of teaching resources, and teacher–student relationships. This finding is strongly supported by contemporary research that associates female teachers with higher instructional organization, student engagement, and affective classroom practices. Nevertheless, a few recent studies have reported negligible gender differences in productivity, especially in highly regulated school systems, suggesting that institutional norms may reduce gender-based variation.

The study revealed that school work culture did not differ significantly between PG and PG with B.Ed. teachers, except in administrative support, where teachers with professional training perceived greater support. This aligns with research emphasizing that professional teacher education enhances teachers' awareness of institutional structures and administrative processes. However, some studies contradict this by arguing that administrative support is more strongly influenced by leadership style than teacher qualification.

Regarding teacher productivity, teachers with PG and B.Ed. qualifications performed significantly better in academic preparation, classroom management, instructional strategies, and overall productivity. These findings are well supported by recent empirical studies demonstrating that pedagogical training enhances instructional planning, classroom control, and strategy selection. The absence of significant differences in the use of teaching resources and teacher–student relationships is consistent with studies suggesting that these competencies develop through experience rather than formal qualifications.

The results showed partial differences in school work culture based on employment status, with temporary teachers perceiving higher administrative support and permanent teachers demonstrating stronger collaborative efforts. This pattern is supported by recent research indicating that institutions often extend additional guidance and monitoring to temporary teachers, while permanent teachers are more deeply embedded in collegial networks and collaborative school activities. Some studies, however, contradict this finding, reporting lower perceived support among temporary teachers due to job insecurity.

Interestingly, no significant difference was found in teacher productivity between permanent and temporary teachers. This supports contemporary research suggesting that accountability mechanisms, performance expectations, and student-centered teaching demands compel teachers to maintain productivity regardless of employment status.

The study found that school work culture differed significantly by teaching experience, particularly in administrative support and communication practices. Teachers with more than ten years of experience reported the highest levels, followed by those with 5–10 years. This finding is consistent with research showing that experienced teachers develop stronger professional relationships and communication competence within school systems. The lack of differences in professional development, collaboration, and policy alignment supports studies suggesting that these aspects are increasingly standardized across experience levels.

In terms of teacher productivity, teachers with 5–10 years of experience emerged as the most productive, outperforming both novice and very experienced teachers in most dimensions. This aligns with recent studies identifying mid-career teachers as being at an optimal balance of enthusiasm, pedagogical skill, and adaptability. The finding that novice teachers were more effective in using teaching resources is also supported by literature highlighting younger teachers' greater familiarity with digital tools and innovative instructional resources. Some studies, however, contradict these results by reporting a linear increase in productivity with experience, particularly in traditional instructional contexts.

The findings revealed significant differences in school work culture across government, government-aided, and private schools, particularly in communication practices and collaborative efforts. Private school teachers demonstrated stronger communicative practices, while government school teachers exhibited higher collaborative efforts and overall school work culture. These results are supported by studies indicating that private schools emphasize communication efficiency and accountability, whereas government schools often foster stronger collegial collaboration due to stable staffing patterns and institutional longevity. Contradictory findings exist, with some research reporting higher work culture quality in private schools due to performance-driven management.

Similarly, teacher productivity differed significantly across management types, except in academic preparation and use of teaching resources. Teachers in government-aided schools showed higher classroom management, instructional strategies, and overall productivity, while private school teachers excelled in teacher–student relationships. These findings align with research suggesting that government-aided schools often combine administrative stability with moderate accountability, fostering effective teaching practices. However, some studies contradict this by reporting higher productivity in private schools due to competitive work environments.

The study found a significant and positive correlation between school work culture and teacher productivity, indicating that a supportive, communicative, and collaborative school environment enhances teachers' effectiveness. This finding is strongly supported by a substantial body of recent research demonstrating that positive organizational climate, leadership support, and collaborative practices are key predictors of teacher performance and instructional quality. Few studies contradict this relationship; where they do, they often attribute weak correlations to external constraints such as curriculum overload or policy rigidity.

Overall, the findings of the present study are largely consistent with recent empirical research, reinforcing the view that school work culture is a critical determinant of teacher productivity. Variations across gender,

qualification, experience, and management type highlight the need for context-sensitive policy interventions, targeted professional development, and inclusive administrative practices. Contradictions observed in some areas suggest that institutional context, leadership style, and policy frameworks play a moderating role and warrant further investigation through longitudinal and mixed-method studies.

Educational Implications

The findings of the present study underscore the critical role of school work culture in enhancing teacher productivity at the higher secondary level. Since administrative support, communication practices, and collaborative efforts were found to differ across teacher characteristics, educational administrators and school leaders should adopt differentiated leadership approaches. Special attention must be given to strengthening administrative support systems that are inclusive and responsive to both male and female teachers, temporary and permanent staff, and teachers at different career stages. Transparent communication channels and participative decision-making processes can help create a more equitable and supportive school environment, thereby improving teachers' engagement and effectiveness.

The study also highlights the importance of professional qualifications and continuous professional development in improving teacher productivity. Teachers with PG and B.Ed. qualifications demonstrated higher levels of productivity in key instructional dimensions, emphasizing the need to reinforce pedagogical training alongside subject expertise. Educational authorities should prioritize structured in-service training, mentoring programs for novice teachers, and targeted capacity-building initiatives for mid- and late-career teachers. Furthermore, recognizing the strengths of teachers with different levels of experience—such as the effective use of teaching resources by less experienced teachers and instructional expertise among mid-career teachers—can help schools design collaborative professional learning communities that promote peer learning and knowledge sharing.

Differences observed across types of school management indicate that institutional context significantly shapes work culture and productivity. Government, government-aided, and private schools each exhibit distinct strengths, suggesting the need for context-specific policy interventions rather than uniform reforms. Best practices in communication from private schools, collaborative cultures from government schools, and instructional effectiveness from government-aided schools can be systematically identified and shared across sectors. Policymakers and educational planners should facilitate cross-institutional collaborations, leadership training, and accountability mechanisms that promote a positive school work culture conducive to sustained teacher productivity.

Conclusion

In conclusion, the present study demonstrates that while overall school work culture may not differ significantly across certain teacher characteristics, its specific dimensions play a vital role in influencing teacher productivity among higher secondary teachers. The significant positive relationship between school work culture and teacher productivity emphasizes the need for supportive leadership, effective communication, and collaborative practices within schools. By addressing contextual differences related to gender, qualification, experience, employment status, and management type, educational stakeholders can foster a conducive work environment that enhances teacher effectiveness and ultimately improves the quality of higher secondary education.

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