

# **RESEARCH ON THE RELATIONSHIP BETWEEN ORGANIZATIONAL MANAGEMENT CLIMATE AND TEACHER JOB PERFORMANCE IN MIDDLE SCHOOLS IN LUOHE CITY, HENAN PROVINCE, CHINA**

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**Abstract:** This study aims to explore the current status of organizational management climate and teacher job performance in middle schools in Luohe City, analyze whether there are significant differences in organizational management climate among middle schools under different background variables, analyze whether there are significant differences in teacher job performance among middle schools under different background variables, and explore the correlation between organizational management climate and teacher job performance in middle schools in Luohe City. The research results indicate that the organizational management climate and teacher job performance in middle schools in Luohe City are at a medium level. There are significant differences in organizational management climate among middle schools under different background variables such as school type, age, gender, and education level. There are significant differences in teacher job performance among middle school teachers under different genders and ages. There are no significant differences in teacher job performance among middle school teachers under different positions and education levels. There is a significant positive correlation between school organizational management climate and teacher job performance. Finally, based on the quantitative research results, this study proposes targeted suggestions and countermeasures to help middle schools in Luohe City improve their organizational management climate and teacher job performance.

**Keywords:** Middle School Teachers, Organizational Management Climate, Teacher Job Performance

## **Introduction**

Walking into middle schools across various regions today, one can distinctly sense that each school has its own unique campus culture. For instance, in some schools, the relationships between principals and teachers, as well as among colleagues, are very harmonious and unrestrained. The faculty appears to be grounded, filled with confidence and trust in the school. In contrast, another

school may exhibit the exact opposite atmosphere. From the teachers' words and actions, their facial expressions, and their interactions with students, one can feel a unique ambiance. This unique ambiance is referred to as the "school organizational climate." Hoy & Miskel (1982) define it as "the product of coordinated efforts between the organization and individuals within the social system, encompassing social information, social standards, and shared values." Dooley (2011) describes it as "an atmosphere that represents the overall environment of a school, the experiences of faculty members, and the perceptions of administrators regarding daily affairs, directly influencing their work attitudes and behaviors." What is the relationship between school organizational management climate and teacher work performance? What methods can be employed to enhance teacher work performance and improve school organizational climate? These are undoubtedly significant research topics.

### **Research Objectives**

- 1) Understand the current situation of organizational management atmosphere and teacher job performance in middle schools in Luohe City.
- 2) Understand the differences in organizational management climate in secondary schools under different background variables (school type, gender, position, education level, age).
- 3) Understand the differences in job performance of middle school teachers in Luohe City under different background variables (school type, gender, position, education, age).
- 4) Understand the correlation between organizational management climate and teacher job performance in middle schools in Luohe City.

### **Literature Review**

#### ***Research on the Connotation of School Organizational Management Atmosphere***

The concept of organizational climate originated from Tolman's "cognitive map." Initially introduced in the industrial and organizational field, it gradually expanded into the educational sector. The introduction of organizational climate into schools was first attributed to Hull (2010), who first mentioned the concept of "psychological atmosphere" in his field theory, concluding that to understand a person, one must first consider the field in which events occur. Hull viewed organizational climate as a perception formed by the interaction between individuals and organizations, approached from the dynamic interplay between people and their environment. Hoy and Miskel (1982) deepened their understanding of school organizational climate through personal experiences, asserting that the overall environment and atmosphere of a school are shaped by the perceptions of interactions between administrative staff and teachers, which directly influence attitudes and behaviors exhibited within the school. In the eyes of scholars, campus culture is perceived as the cultural environment, image, psychological setting, and ethos of the school.

Pascarella & Wolff (2005) define it as the deeply held values, beliefs, assumptions, traditions, rituals, symbols, and behavioral norms that have been formed and widely recognized and shared by members over the long-term development of the school.

### ***Influence Factors Study on School Organizational Management Atmosphere***

Research on the influencing factors of school organizational atmosphere has been conducted by Hoy (1991) from two perspectives: teacher behavior and leadership behavior. Hoy noted that principals' behavior can be characterized as supportive and guiding or as strict, while teachers' behavior primarily involves cooperation. Chen (2005) statistically analyzed the studies of 39 foreign researchers on organizational atmosphere and found that interpersonal interactions and organizational hierarchy were frequently mentioned. Lu (2013) identified seven core dimensions for the study of administrative staff organizational atmosphere in 88 universities in Beijing through questionnaires and data analysis: management systems, leadership behavior, interpersonal relationships, incentive methods, control processes, and non-working hours. Liu (2022) emphasized that to enhance the effectiveness of school management and foster a positive atmosphere, a professional system combined with human-oriented management is essential. This system should be supported by a leadership team with professional competence and the ability to make democratic decisions that stimulate a sense of ownership among staff.

### ***Research Status on the Atmosphere of Organizational Management in Schools***

Han (2017) drew on previous research findings to systematically complete theoretical, item development, pre-testing, and item selection. The final scale comprehensively covers six dimensions of school organizational management atmosphere, totaling 20 items, specifically including democratic style, leadership prestige, institutional completeness, concern and consideration, management systematization, and interpersonal leadership. Regarding the relationship between school organizational management atmosphere and school effectiveness, Murphy (1990) pointed out that when other elements in school management (such as personnel quality and quantity, financial and material conditions) are relatively stable, the internal interpersonal relationships within the organization and their impact on members' values, attitudes, behaviors, and psychological states are also very important. In his own research, he indicated that a healthy organizational atmosphere can effectively promote the development of school management effectiveness and subtly shape members' behavior patterns.

### ***Research on Teachers' Work Performance***

Otley (1999) defines performance as "a behavior associated with the objectives of one's own work unit." The concept of "process management" posits that performance consists of controllable behaviors shared by employees. Scholars with similar views suggest that the value of many jobs is difficult to quantify through results alone; as long as employees conduct their work according to the

organization's workflow, standards, and required methods, they can contribute to organizational benefits (Han, 2017). Bernardin believes performance is a record of outputs resulting from specific work within a specific timeframe, closely aligned with organizational strategic goals and yielding high customer satisfaction. Therefore, performance should be defined as work outcomes, with job performance categorized into situational and task performance (Borman & Motowidlo, 1993). Otley (1999) defines performance as both the work process and its achieved outcomes. Building on previous research, Chen (2008) defines performance as "records of outputs generated within a specific timeframe under specific job functions or through personal labor."

## **Methodology**

The target population for this survey was full-time teachers from four middle schools in Luohe City, totaling 284 individuals. Based on the Morgan table comparison plan, 240 teachers were selected as the survey subjects. The paper questionnaires were distributed during all-staff meetings held at each school, and the questionnaires were also numbered with instructions and precautions provided. A total of 240 questionnaires were distributed, and 230 valid questionnaires were actually returned, resulting in a return rate of 95.8%.

## **Results**

### ***Demographic Analysis of the Respondents***

The data in the first part of the questionnaire is used to understand the demographic information of in-service teachers in four middle schools in Luohe City, Henan Province. It shows that among the in-service teachers who answered the questionnaire, 117 were public school teachers, accounting for 48.7%, 113 were private teachers, and 108 were male, accounting for 45%; 132 were female, accounting for 55%. The distribution of positions basically conforms to the reality of middle schools, and the proportion of head teachers and ordinary teachers accounts for 68.8% and 25% respectively. In terms of age, 25.8% are 20-25 years old, 31.7% are 26-30 years old, 21.7% are 31-35 years old, 8.3% are 36-40 years old, and 7.1% are over 41-45 years old.

### ***Analysis of Luohe Middle School Organization and Management Climate and Teachers' Work Performance***

The study result shows the average scores and deviations of the organizational management climate and teachers' work performance of the middle schools in Luohe City. The four middle schools surveyed performed well in other aspects except for the low level of democratic style ( $M=2.13$ ,  $SD=1.63$ ). In the four schools surveyed, especially in the two dimensions of caring and democratic style, teachers generally feel that caring and caring are relatively lacking ( $M=1.61$ ,  $SD=1.76$ ) with a large standard deviation.

***Analysis of Middle School Organization and Management Climate and Teachers' Work Performance under Different School Categories in Luohe City***

The results show that the average of the organizational management climate in private schools is lower than that in public schools in two dimensions of sound system and democratic style ( $M=3.45$ ,  $SD=1.37$ ) and ( $M=3.13$ ,  $SD=0.77$ ), respectively. The average of private schools is higher than that in public schools in four dimensions of management systematization, care and consideration, leadership prestige and interpersonal leadership. Under the background variable of school type, teachers' job performance in private schools is lower than that in public schools in the dimension of interpersonal promotion ( $M=3.47$ ), and the mean values of task performance and job dedication ( $M=3.91$ ) and ( $M=3.88$ ) are higher than those in public schools.

***Analysis of Middle School Teachers' Organizational Management Climate and Teachers' Work Performance in Luohe City***

Table 1 shows the average scores and deviations of Luohe middle school's organizational management climate and teachers' work performance under different educational backgrounds. The results show that Luohe middle school's average value of teachers with college degrees is low in the dimension of democratic style ( $M=2.68$ ).

**Table 1:** Analysis of Differences in Organizational Management Climate in Secondary Schools Based On Teachers' Educational Background

Organizational Management Atmosphere	Educational Background					
	Junior College		Undergraduate		Postgraduate	
	N	M(SD)	N	M(SD)	N	M(SD)
Sound System	8	3.57 (0.88)	201	3.25 (0.56)	21	3.98 (0.78)
Democratic Working Style	8	2.68 (1.63)	201	3.56 (1.75)	21	3.78 (1.85)
Management Systematization	8	3.47 (1.28)	201	3.27 (1.89)	21	3.53 (2.31)
Caring and Considerate	8	3.31 (1.25)	201	3.75 (1.16)	21	3.91 (1.19)
Leadership Prestige	8	3.37 (1.42)	201	3.82 (1.06)	21	3.88 (1.28)
Interpersonal Leadership	8	3.75 (0.91)	201	3.48 (0.89)	21	3.68 (1.02)

***Analysis of Organizational Management Atmosphere and Teacher Work Performance of Middle School Teachers with Different Positions in Luohe City***

Using descriptive statistics to analyze the average scores and deviations of organizational management atmosphere and teacher work performance in middle schools in Luohe City under different job backgrounds. According to the analysis results, it can be seen that the scores of subject

teachers in various dimensions of organizational management atmosphere are generally low, while class teachers are at a moderate level in all dimensions of organizational management atmosphere. Among them, the highest average value is caring and considerate ( $M=3.91$ ), followed by leadership prestige ( $M=3.88$ ), and the lowest is institutional soundness ( $M=3.25$ ). Teachers above the director level score above average in various dimensions of organizational management atmosphere, with the highest being institutional soundness ( $M=3.98$ ). The scores of teachers in various dimensions of job performance are generally lower than those of teachers above the level of class teacher and director.

***Analysis of Organizational Management Atmosphere and Teacher Work Performance Among Middle School Teachers of Different Ages in Luohe City***

Under different age backgrounds. According to the analysis results, teachers aged 41 and above generally scored lower in various dimensions of organizational management atmosphere and work performance. Teachers aged 31-35 and 36-40 scored at a moderate level in all dimensions of organizational management atmosphere and work performance, while teachers aged 20-25 and above scored the highest in all dimensions of organizational management atmosphere.

***Analysis of Differences in Organizational Management Atmosphere in Middle Schools under Different Background Variables***

H1: There are significant differences in the organizational management atmosphere of middle schools under different background variables.

H1.1: There are significant differences in the organizational and management atmosphere among different types of schools.

The research results indicate that the significance of the dimension of democratic style in organizational management atmosphere is 0.06, which is greater than 0.05, indicating that there is no significant difference in democratic style between public and private schools; The significance of the dimension of institutional soundness in organizational management atmosphere is 0.001, which is far less than 0.05, indicating that both public and private schools have strong institutional soundness. There are significant differences in this dimension; For the concept of management systematicity, the significance is 0.001 less than 0.05, indicating a significant difference between public and private schools in terms of management systematicity; The significance of caring and considerate is 0.01 less than 0.05, indicating a significant difference in caring and considerate aspects between public and private schools; The p-value of leadership credibility  $< 0.001$  is much lower than 0.05, indicating a significant difference in leadership credibility between public and private schools; The significance of interpersonal leadership is 0.038, which is less than 0.05, indicating a significant difference in interpersonal leadership between public and private schools.

H1.2: There is a significant gender difference in the organizational management atmosphere of middle schools.

The research results in Table 2 indicate that the significance of the dimension of democratic style in organizational management atmosphere is 0.01 less than 0.05, indicating a significant difference between male and female teachers in the dimension of democratic style; The significance of the dimension of institutional soundness in organizational management atmosphere is 0.49, which is much greater than 0.05, indicating that there is no significant difference between male and female teachers in the dimension of institutional soundness; The significance of the dimension of management systematicity in organizational management atmosphere is 0.492, which is greater than 0.05, indicating that there is no significant difference between male and female teachers in the dimension of management systematicity.

**Table 2:** Analysis of Gender Differences in Middle School Organizational Management Atmosphere among Teachers

Organizational Management Atmosphere	M (SD)		<i>t</i>	<i>p</i>	<i>d</i>
	male (N=108)	female (N=122)			
Sound System	2.83 (1.12)	2.69 (1.30)	0.79	0.01	3.13
Democratic Working Style	2.60 (1.67)	2.69 (1.60)	0.40	0.491	1.95
Management Systematization	3.08 (1.41)	3.07 (1.35)	0.008	0.592	2.06
Caring and Considerate	3.26 (1.21)	3.26 (1.23)	0.01	0.91	2.55
Leadership Prestige	3.25 (1.19)	3.28 (1.21)	0.24	0.86	1.68
Interpersonal Leadership	3.19 (0.99)	3.13 (0.84)	0.44	0.33	1.81

H1.3: There is a significant difference in the organizational management atmosphere of middle schools among teachers based on their educational background.

After using one-way ANOVA, the research results show that there is a significant difference in educational background between the two dimensions of institutional soundness and democratic style in organizational management atmosphere, while there is no significant difference in educational background between the four dimensions of management systematicity, caring and considerate, leadership prestige, and interpersonal leadership. However, through mean analysis, researchers still observed some regularities, namely that the mean of master's degree is generally higher in the four dimensions of management systematicity, caring and considerate, leadership prestige, and interpersonal leadership.

H1.4: There are significant differences in the organizational management climate of middle schools in terms of teachers' positions.

After one-way analysis of variance, the results show that job has no significant impact on all



dimensions of organizational management climate. However, through the mean value analysis, researchers still observed some regularity, that is, in all dimensions of the organizational management climate, the average value of the organizational climate with high position is generally high, so as a middle school teacher will also face greater work pressure.

H1.5: There is a significant difference in the organizational management climate of middle school in the age of teachers.

After one-way ANOVA, the results shows that among the six dimensions of organizational climate, there are significant differences in the age of teachers in terms of sound system, leadership prestige and interpersonal leadership. The other three dimensions do not show significant differences in the age of teachers. However, through the mean analysis, researchers still observed some regularity, that is, the mean value of young teachers' organizational climate is higher in all dimensions of organizational management climate. Therefore, for each middle school, injecting more young teachers is conducive to the development of the school.

#### ***Analysis on the Differences of School Teachers' Job Performance Under Different Background Variables***

H2: There are significant differences in middle school teachers' job performance under different background variables.

H2.1: there are significant differences in the performance of middle school teachers in different school categories.

The results of single factor ANOVA analysis under school category variables are shown in table 3. According to the results of table3, the significance of the three dimensions of teachers' work performance is 0.308, 0.01 and 0.001 respectively, and the significance of the two dimensions of work dedication and interpersonal promotion is far less than 0.05. reaching a significant level, indicating that there are significant differences in work dedication and interpersonal promotion among middle school teachers in different types of schools, but there are no significant differences in task performance.

**Table 3:** Analysis of Differences in Teachers' Work Performance in School Categories

Job Performance	School Category	N	M	SD	<i>F</i>	<i>Sig</i>
Task Performance	Public School	117	3.64	0.412	-1.017	0.308
	PrivateSchool	113	3.21	0.365		
Work Dedication	Public School	117	3.02	0.234	2.789	0.01
	Public School	113	3.98	0.356		
Interpersonal Facilitation	Public School	117	3.68	0.454	-3.736	0.001
	Public School	113	3.12	0.421		



H2.2: There are significant differences in the performance of middle school teachers between different genders.

The results of single factor ANOVA analysis under gender variables are shown in table 4. According to the results female teachers are higher than men in task performance and job dedication. However, female teachers are significantly lower than male teachers in interpersonal promotion, so this hypothesis is true.

**Table 4:** Analysis of Gender Differences in Teachers' Work Performance

Job Performance	Gender	N	M	SD	<i>F</i>	<i>Sig</i>
Task Performance	Male	108	2.64	0.96	3.026	0.002
	Female	122	3.41	0.86		
Work Dedication	Male	108	3.11	0.98	2.412	0.015
	Female	122	3.84	0.89		
Interpersonal Facilitation	Male	108	3.290	0.94	5.156	<0.001
	Female	122	3.38	0.78		

H2.3: There are significant differences in the performance of middle school teachers with different educational backgrounds.

The results of single factor ANOVA analysis under the variable of education background. According to the data, the significance of the three dimensions of teachers' work performance is 0.167, 0.919 and 0.50 respectively, which is greater than 0.05, indicating that there is no significant difference in the work performance of middle school teachers with different education background, so this hypothesis is not tenable.

**Table 5:** Analysis of Differences in Teachers' Work Performance in Terms of Academic Qualifications

Job Performance	Educational Background	N	M	SD	<i>F</i>	<i>Sig</i>
Task Performance	Junior College	8	3.43	1.05	0.803	0.167
	Undergraduate Course	201	3.54	0.92		
	Master	21	3.34	0.87		
Work Dedication	Junior College	8	3.76	1.02	0.084	0.919
	Undergraduate Course	201	3.75	0.93		
	Master	21	3.64	0.93		
Interpersonal Facilitation	Junior College	8	3.43	1.15	16.12	0.5
	Undergraduate Course	201	3.72	0.86		
	Master	21	2.16	0.89		

H2.4: There are significant differences in the performance of middle school teachers with different positions.

According to the data, the significance of task performance and job dedication in Teachers' job performance are 0.825 and 0.064 respectively, which are greater than 0.05, indicating that there is no significant difference in task performance and job dedication between middle school teachers with different positions, and there is no significant difference in interpersonal promotion.

H2.5: There are significant differences in job performance among middle school teachers of different ages.

The results of the one-way ANOVA analysis under the age variable are shown in Table 6. According to the data, the significance of the three dimensions of task performance, work dedication, and interpersonal promotion in teacher job performance are  $p < 0.001$ , 0.016, and 0.001, respectively, which are far less than 0.05. The significance is significant, indicating that there are significant differences in teacher job performance among middle school teachers of different ages. Through mean analysis, researchers observed some regularities. Among teachers aged 31-35, the task performance dimension has the highest score level in job performance. Among teachers aged 41 and above, the dimension of work dedication scored the highest in their job performance. Similarly, in the dimension of interpersonal promotion, teachers aged 41 and above also scored the highest.

**Table 6:** Analysis of Differences in Teacher Work Performance by Age

Job Performance	Age	N	M	SD	<i>F</i>	Sig
Task Performance	20-25	62	3.45	0.061	7.299	< 0.001
	26-30	76	3.48	0.56		
	21-35	65	4	0.83		
	36-40	20	2.75	1.25		
	41Above	17	4.15	0.93		
Work Dedication	20-25	62	3.41	0.507	3.184	0.016
	26-30	76	3.6	0.496		
	21-35	65	3.48	0.642		
	36-40	20	3	0.816		
	41 Above	17	3.76	0.426		
Interpersonal Facilitation	20-25	62	3.12	0.78	5.061	0.001
	26-30	76	3.33	0.78		
	21-35	65	3.51	0.735		
	36-40	20	2.25	0.957		
	41 Above	17	3.64	0.627		

### ***Analysis between School Organizational Management Atmosphere and Teacher Work Performance.***

H3: There is a significant correlation between the organizational management atmosphere and teacher performance in middle schools in Luohe City.

Based on the content of H3, Pearson correlation analysis is used to explore the correlation between organizational management atmosphere and teacher work performance in middle schools in Luohe City. According to the correlation analysis results in Table7, the correlation coefficients between the task performance factor in the work performance of middle school teachers in Luohe City and the six dimensions of democratic style, sound system, systematic management, caring and considerate, leadership prestige, and interpersonal leadership in the school's organizational and management atmosphere are 0.01, 0.443, 0.417, 0.404, 0.04, and 0.281, respectively. The correlation coefficients  $r$  between work dedication in job performance and the six dimensions of democratic style, sound system, systematic management, caring and considerate, leadership prestige, and interpersonal leadership in school organizational management atmosphere are 0.166, 0.430, 0.385, 0.383, 0.298, and 0.310. The hypothesis of H3 is valid, there is a significant correlation between the organizational management atmosphere and teacher work performance in middle schools in Luohe City.

**Table 7:** Analysis between Organizational Management Atmosphere and Teacher Work Performance in Middle Schools in Luohe City

	Democratic Working Style	Sound System	Systematic Management	Caring and Considerate	Leadership Credibility	Interpersonal Leadership
Task Performance	0.01	0.443**	0.417**	0.404**	0.04	0.281**
Work Dedication	0.166*	0.430**	0.385*	0.383**	0.298**	0.310**
Interpersonal Facilitation	0.311**	0.405**	0.386*	0.337**	0.02	0.290**

Note: \*\* 0.01 Significant correlation, \* 0.05 Significant correlation

## **Discussion**

### ***Current Situation of Organizational Management Climate and Teachers' Performance in Luohe Middle School***

Through descriptive statistical analysis, the study found that the number of male respondents was more than female, and half of the respondents were public and private teachers. Most of the respondents were 25 years old and below. In terms of education distribution, the number of teachers with undergraduate education was the largest, while the number of teachers with junior college education and below was the least. Most of the teachers were currently jobless. The study also examined the current level of organizational and management climate and teachers' work performance

in Luohe middle school. The results showed that the value of organizational and management climate in public schools was significantly lower than that in private schools, which was basically consistent with the research results of Mao (2022).

***Analysis on the Differences of Organizational Management Climate in Luohe Middle School under Different Background Variables***

The results show that there are significant differences in the organizational management climate of middle school teachers in different school categories, which is different from the research results of Deng (2006).. Therefore, as middle school teachers, improving their academic qualifications is conducive to the benign development of school organization and management. In terms of teachers' positions, positions have no significant impact on all dimensions of school organizational management climate. However, through the mean analysis, it is found that the average organizational climate of teachers with high positions is generally high, which is basically consistent with the research of Wang (2016).

***Analysis of different results of Luohe middle school teachers' job performance under different background variables***

The results show that school type and gender are significant factors affecting teachers' job performance. In terms of gender, female middle school teachers' task performance and work dedication are higher than those of men, which is basically consistent with Han (2017) research on the influencing factors of teachers' work performance, which may be related to female teachers' more delicate personality and more down-to-earth work. In terms of academic qualifications, it seems that the impact of academic qualifications on all dimensions of teachers' job performance is not significant, which is basically consistent with Ma (2005) research on job performance, but this study has observed some trends. Specifically, in terms of task performance and job performance, teachers with bachelor's and master's degrees seem to show a higher level, while teachers with college degrees are relatively low.

***Discussion on the relationship between organizational management climate and teachers' work performance in Luohe middle schools***

Different types of middle schools in Luohe City have significant differences in school organization and management atmosphere; At the same time, the health level of school organizational management climate has a significant difference in job dedication and task performance, while there is no significant difference in situational performance (interpersonal promotion), which is basically consistent with the research results of Deng (2006) on school organizational climate and job performance, which shows that school organizational management climate mainly affects task performance, but has no significant effect on situational performance. The main embodiment of task performance is the teaching effect, which directly depends on the teaching atmosphere and

management atmosphere. In particular, the motivation of teachers' work and the goal orientation of school work are directly from the quality of school organization and management atmosphere, which will affect teachers' work performance. This confirms that management climate is one of the key predictors of teachers' job performance from another perspective, which is basically consistent with the research results of Fang (2018) on middle school teachers' performance evaluation.

## **Conclusion**

Conclusion 1: Compared to public schools, private schools have a more systematic organizational management atmosphere, with more robust systems and leaders who are more caring and considerate towards employees. Teachers with higher academic qualifications invest more in school systems and democratic style construction. The gender of teachers has little impact on the construction of a school's organizational management atmosphere, but teachers with higher positions generally have higher mean organizational atmosphere scores. In terms of age, young teachers have higher mean organizational atmosphere scores in the dimensions of democratic style, systematic management, and caring and consideration. Therefore, injecting more young teachers into each middle school is beneficial to the school's development.

Conclusion 2: There are significant differences in job performance among teachers of different genders in the surveyed middle schools in Luohe City. Female teachers score higher than male teachers in task performance and job dedication. There are no significant differences in job performance among middle school teachers with different educational backgrounds. There are no significant differences in task performance and job dedication among middle school teachers with different positions. However, interpersonal facilitation shows significant differences under the variable of job background, and there are significant differences in teacher job performance among middle school teachers of different ages. Among teachers aged 31-35, task performance is the highest in job performance. Among teachers aged 41 and above, job dedication is the highest in teacher job performance, and interpersonal facilitation is also highest among teachers aged 41 and above.

Conclusion 3: In the investigation of the correlation between the interpersonal promotion factor of middle school teachers' job performance in Luohe City and the six dimensions of school organizational management climate, namely, institutional soundness, systematic management, caring and considerate, leadership prestige, interpersonal leadership, and democratic style, it was found that except for the dimension of leadership prestige, the correlation between interpersonal promotion in job performance and the four dimensions of institutional soundness, systematic management, caring and considerate, and democratic style in organizational management climate reached a significant level.

Conclusion 4: Among the six dimensions of school organizational management climate,

institutional integrity, systematic management, interpersonal leadership, and caring and considerate behavior are the main factors affecting teachers' job performance. However, the influence of school leadership prestige and democratic style on teachers' job performance is not significant. Therefore, both private and public schools should provide good support for teachers, ensure humane and systematic management, and maintain a state of continuous learning for teachers to handle relationships with leaders and colleagues effectively.

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