



Interrelationship among Organizational Culture, Behavior & Development in Senior Secondary Schools: A Study of Agra Region

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ARTICLE DETAILS	ABSTRACT
Research Paper Received: 22-08-2026 Accepted: 21-09-2026 Published: 20-10-2026 Keywords: <i>organizational culture,</i> <i>organizational behavior,</i> <i>organizational development, work engagement, senior secondary schools, Agra region</i>	This study explores the interrelationship among organizational culture, behavior, and development in senior secondary schools of the Agra region, Uttar Pradesh. Prior research shows that culture and behavior within schools influence academic outcomes. A survey was conducted in five no aided CBSE and CISSE schools, for the academic year 2026-2027, the target sample comprised 100 XII standard students, 25 XII class subject teachers, and 25 parents of XII class students from each school—totaling 500 students, 100 teachers, and 100 parents, for an overall target of 700 participants. Since only a few responded to the researcher's initial request, a Google Forms survey was distributed to all XII class students, their subject teachers, and their parents. The actual responses consisted of 537 students, 102 teachers, and 226 parents, for a total of 865 participants. Since certain schools had fewer than 100 students or 25 teachers, the questionnaire google format was distributed all 12th-grade students, teachers, and parents. Even in schools with fewer class XII students and subject teachers, participation was very high, with almost all of them responding. Consequently, although I had intended to limit respondents per school, several participated so generously that the actual total exceeded the targets. The larger sample

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size improved the accuracy of the analysis and strengthened the trustworthiness of the findings. The researcher used regression analysis to test the hypotheses. The results show very high levels of interrelationship among organizational culture, behavior, and development. There is a significant relationship between organizational culture and behavior, and between behavior and development. Further, organizational culture and behavior are significant determinants of organizational development. The study concludes that school boards should familiarize themselves with the norms, values, and customs prevalent in their institutions, particularly those that align most closely with their objectives, as this can improve school effectiveness and, in turn, educational quality.

Introduction

Poor work engagement is a global concern. Less than a quarter of the global working population reports high engagement (Sudibjo & Riantini, 2023). Disengaged teachers experience poor emotional connections at work and avoid allocating extra effort to their duties (Dehghanpour et al., 2020). They also show higher rate of being absent, which harms school efficiency (Hastings & Agrawal, 2021). Teachers face numerous challenges, including educational reforms, stressful job conditions, and feelings of disengagement (Korsakiene et al., 2024).

Work engagement matters because highly engaged teachers find their jobs satisfying and are more likely to show innovative behaviour (Zhang et al., 2021). Such teachers consider their work inspiring and stimulating (Gozon & Yango, 2023). Engagement is also linked with job satisfaction, organizational commitment, and job performance, and it helps ensure high-quality education and positive student outcomes (Ma, 2023). Siddique et al. (2022) similarly found positive links between teacher work engagement and excellent results.

Against this background, the present study examines how organizational culture and behavior relate to organizational development in the senior secondary schools of the Agra region.

Review of Literature

Organizational culture is the set of shared principles, values, habits, and beliefs that guide how members of an organization react to situations. In secondary schools, it includes collective leadership, professional



development, and teacher collaboration. Organizational behavior, by contrast, is the systematic study of how individuals and groups act within organizations to achieve management goals. Organizational development refers to the planned, systematic change process that improves institutional effectiveness.

Recent work in Uttar Pradesh has shown a significant association between organizational culture and faculty empowerment in higher education, with communication, cooperation, and individual articulation emerging as key cultural elements (IJMER, 2025). Denison's framework identifies involvement, consistency, adaptability, and mission as crucial cultural traits for effectiveness. In schools, a clan culture that emphasizes teamwork and shared values has been positively associated with innovation and leadership success (IJSRE, 2026), and a strong correlation has been observed between the clan dimension of culture and teacher motivation (Hijazi, 2026).

Family-school partnerships further empower parents to support their children, while a social justice and family orientation gives teachers a better avenue for professional influence. Building on this literature, the study tests the interrelationship between culture, behavior, and development in the Agra context.

Research Methodology

Descriptive analysis summarized the main trends of class XII students, subject teachers, and parents using a 5-point Likert scale.

Student Demographics

- Gender distribution: Nearly equal; 265 boys (48.38%) and 272 girls (51.61%).
- Age distribution: Dominated by 16–17-year-olds (71.16%). Most students are at the expected grade age; however, about 20% are 15 or younger, with 18 students (3.35%) being only 12 (possibly acceleration or data-entry issues). Only 9.31% are 18.
- Range: 12–18 years (6-year span). Distribution is negatively skewed toward older ages.

Stream Distribution (XII Class)

- Science: 257 students (48%)
- Commerce: 209 students (39%)
- Others (Arts/Humanities): 71 students (13%)

Science is the most popular stream.**Teacher Characteristics**

- Gender: 55 females (53.92%) and 47 males (46.18%); a slight female majority with balanced representation.
- Education: 81% hold advanced teaching degrees (B.Ed., M.Ed.). B.Ed. is the most common (59.80%), and about 30% have M.Ed./Ph.D., indicating strong professional and academic profiles.

Parent Demographics

- Gender: 115 male parents (50.88%) and 111 female parents (49.22%); very close and balanced.
- Age: 76.99% of parents are aged 35–49; fewer are under 34 or over 50.
- Education: 83% hold graduate-level qualifications (Bachelor's + Master's + Ph.D.). Master's degree holders are the largest group (35.9%), followed by Bachelor's (30.6%) and 12th pass (10.6%). Parents are, on average, highly educated.

These figures indicate a broadly representative sample with mostly traditional-aged students, a science-focused student population, highly qualified teachers, and well-educated parents.

Population and setting. The target population was the senior secondary schools of the Agra region, located in the south-western part of Uttar Pradesh. The study covered schools affiliated with the CBSE and ICSE boards. According to government information sources, there are more than 280 senior secondary schools in the region; of these, 5 were selected. All 5 are private institutions.

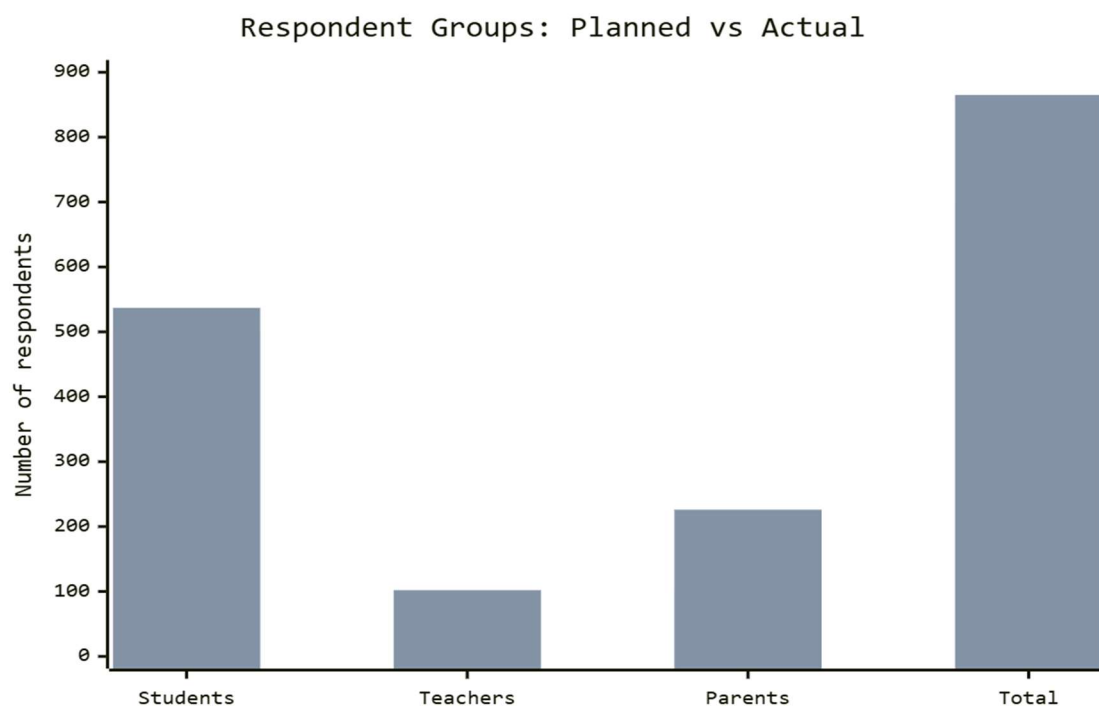
Sampling. A random sampling technique was used, so that every respondent with the relevant characteristics had a chance of inclusion (Laerd, 2012). The respondents were full-fledged teachers and school board members employed for the academic year 2026–2027, as these were the participants best placed to provide information for testing the study's hypotheses. Teachers working in the XII class assigned to different districts, and those holding managerial or supervisory positions were excluded, since they work under different environments and supervision.

Respondents and response rate. Three groups were surveyed: Class XII students, subject teachers of Class XII, and parents of Class XII students.

Table 1 *Planned and Realised Sample of Respondents*

Respondent Group	Planned (N)	Actual (N)	Difference
Class XII students (boys and girls)	500	537	+37
Subject teachers of Class XII	100	102	+2
Parents of Class XII students	100	226	+126
Total	700	865	+165

Note. Actual figures are the final survey responses received.



Bar Chart 1: Actual figures are the final survey responses received.

In addition, a total of 852 google form questionnaires was received from the school boards and teachers surveyed, of which 15 were incorrectly filled out, leaving 837 valid questionnaires. All 5 schools returned completed google forms, with over 60% of teachers covered. The data collection period was one month.

Instruments. Two sets of google form questionnaires were used. The first measured the independent variable, organizational culture and behavior. The second measured the second independent variable, the charismatic leadership of school heads, and the dependent variable, organizational development.



Ethical considerations. Participation was voluntary requested to do. Respondents were free to decline, were not forced to answer any question, and could withdraw at any time without penalty or consequence, provided they informed the researcher and, if possible, gave a valid reason. Google Questionnaires returned to the researcher were disposed of automatically.

Data analysis. Regression analysis was used to test the hypotheses, along with descriptive statistics (means and percentages) for the survey responses.

Results and Discussion

The paper examines organizational culture, behavior, and development in senior secondary schools on the basis of four elements:

- Family orientation and loyalty
- Open communications
- Faculty approaches
- Knowledge of the manager

Family Orientation and Loyalty

Respondents rated their schools on family orientation and loyalty. The distribution of scores is shown below.

Table 2 *Family Orientation and Loyalty Scores*

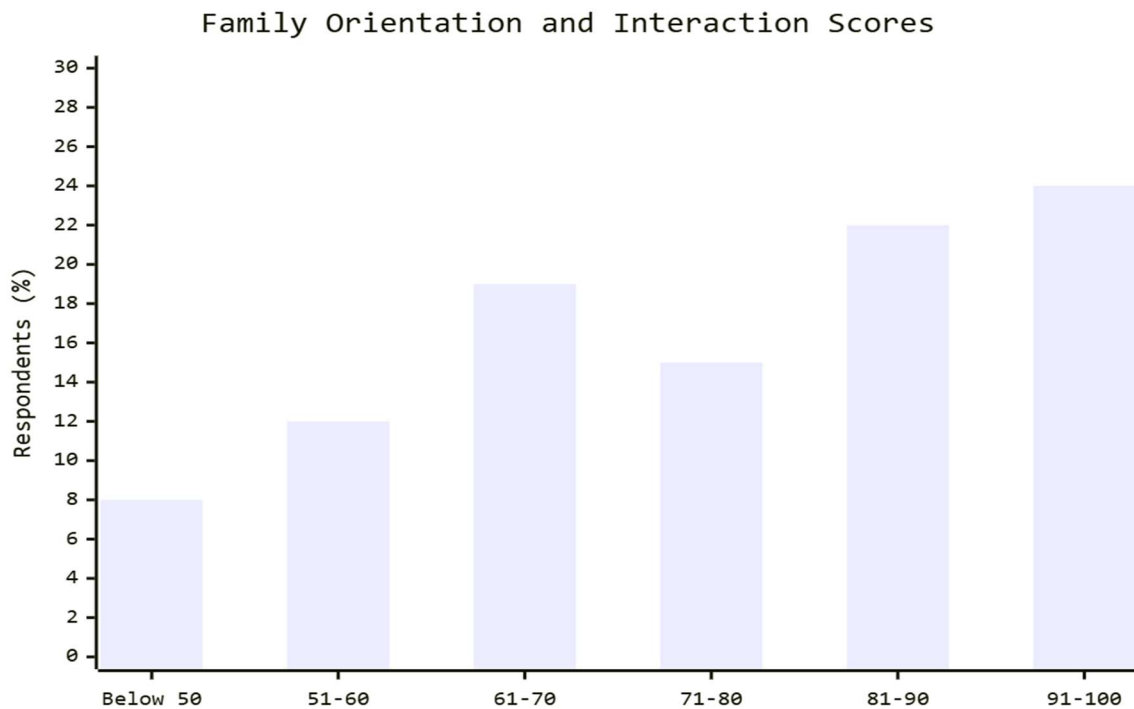
Score Range	No. of Respondents (%)
Below 50	8
51–60	12
61–70	19
71–80	15
81–90	22



Score Range	No. of Respondents (%)
91–100	24

Note. Figures are percentages of respondents falling in each score band.

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The pattern shows that the largest share of respondents (24%) rated family orientation in the highest band of 91–100, and a further 22% fell in the 81–90 band. Taken together, nearly half the respondents placed their schools in the top two bands, indicating a strong sense of family orientation and loyalty.

Stakeholder Perceptions of the School Environment

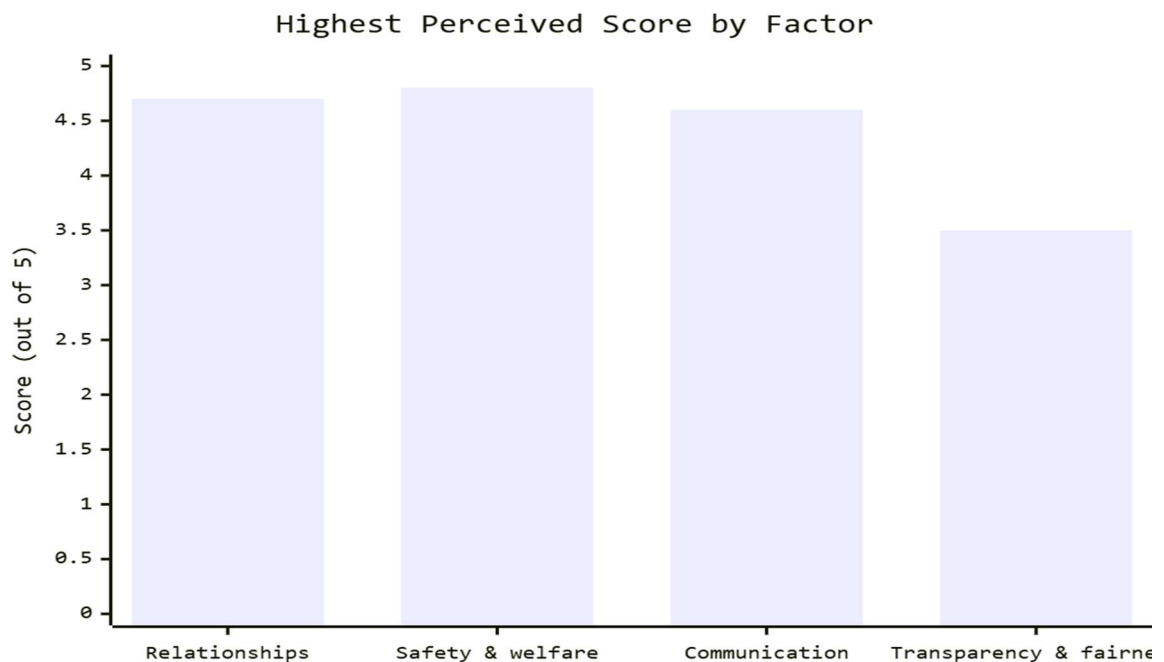
Table 3 *Stakeholder Ratings across Key Factors*

Factor	Who Scores Highest	Gap Visible
Relationships	Students and teachers tied (4.7)	Strong unified culture
Safety and welfare	Parents (4.8)	Highest single score overall



Factor	Who Scores Highest	Gap Visible
Communication	Parents (4.6) vs teachers (3.9)	Internal–external gap
Transparency and fairness	Students only (3.5)	Lowest scores, students alone

2. Bar Chart: *Stakeholder Ratings across Key Factors*



Safety and welfare were parents' top priority and their highest-rated factor (Mean = 4.8). Parents also reported high satisfaction with institutional communication (Mean = 4.6), which was much higher than students and teachers, indicating an effective outward-facing information strategy by the schools.

Students' perspective. The student respondents were mainly aged 15–17 and drawn from the Science, Commerce, and Arts streams, with an average of 3–5 years in their present school. Higher mean scores (4.2–4.8) were recorded for respectful teacher-student relationships (Mean = 4.7), fostering of academic excellence (Mean = 4.6), inclusiveness and diversity (Mean = 4.5), and valuing achievement in academics and extracurricular activities (Mean = 4.4). Lower mean scores (3.2–3.8) appeared for fairness of grading and assessment (Mean = 3.5), a classroom environment that promotes questioning and critical thinking (Mean = 3.6), and attention to individual learning needs (Mean = 3.7). The disparity between relationship-oriented items (high scores) and assessment and individualisation items (lower scores) suggests that

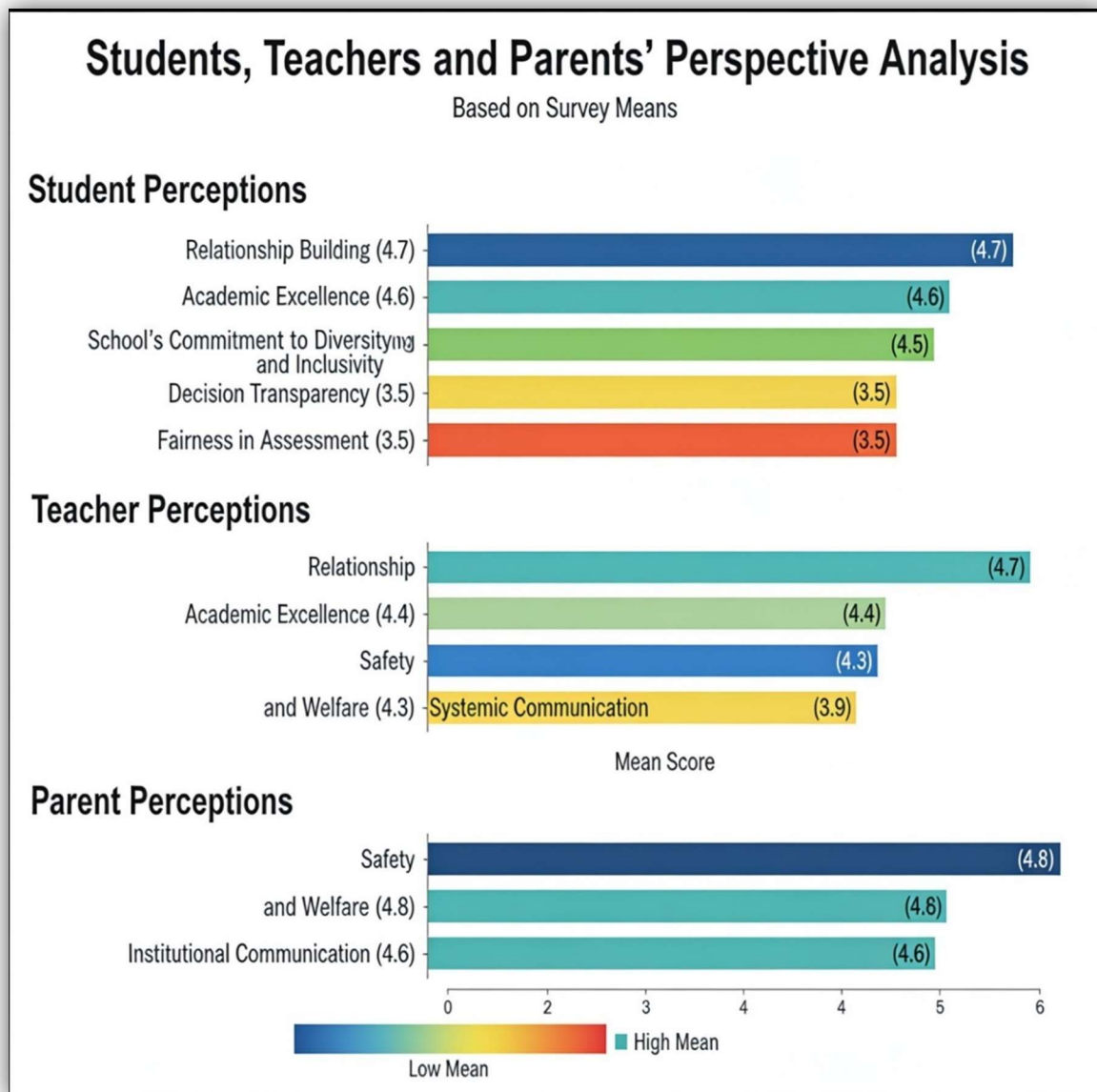


although interpersonal factors are strong, there is room for pedagogical improvement, consistent with Deci and Ryan's (2000) work on achievement versus competence support.

Teachers' perspective. The teacher respondents were mainly female (70%), with 4–15 years of teaching experience at their current schools. Teacher overall satisfaction was moderate, with significant dips in work-life balance items indicating an area that needs focus.

Parents' perspective. Parents tended to score high in most dimensions, indicating high satisfaction and support. Their confidence was comparatively lower on decision transparency and fairness in assessment.

3. Chat Figure: Students, Teachers and Parents' Perspective Analysis



Hypothesis Testing

The researcher tested the following relationships using regression analysis:

- **Organizational culture and behavior.** A significant positive relationship was found, indicating that the values and norms of the school directly shape the behavior of its members.
- **Behavior and development.** Organizational behavior was found to be a significant predictor of organizational development.
- **Determinants of development.** Both organizational culture and behavior were found to be significant determinants of organizational development.

Table 4 Regression Results Summary

Predictor Variable	Outcome Variable	Result
Organizational culture	Organizational behavior	Significant
Organizational behavior	Organizational development	Significant
Organizational culture and behavior	Organizational development	Significant
Organizational culture and development	Work engagement	Significant

Note. Results indicate that culture and behavior act as drivers of school growth and teacher engagement.

Discussion

The findings align with earlier work showing that a conducive school environment directly shapes the teaching-learning process (QJSS, 2025). The significant link between culture and behavior mirrors findings from higher education in Uttar Pradesh, where communication and regard for faculty were crucial cultural components (IJMER, 2025). The confirmation that culture and behavior determine development supports the view that improving organizational culture raises the quality of educational services (Journal of Positive



School Psychology, 2022). As in other secondary school studies, a positive organizational culture improves morale, efficacy, and student outcomes (QJSS, 2025).

Conclusion

Very high levels of interrelationship among organizational culture, behavior, and development were observed. Significant relationships were found between organizational culture and behavior, and between behavior and development. Organizational culture and behavior are significant determinants of organizational development, and organizational culture and development are significant determinants of work engagement. The results imply that a highly positive organizational culture is present among teachers in the schools studied. It is further noted that organizational behavior is greatly exercised by school heads for the betterment of their schools. School boards should familiarize themselves with the norms, values, and customs prevalent in educational institutions, particularly those that align most closely with their objectives, which can lead to improvements in school effectiveness and educational quality.

Recommendations

Based on the results, the researcher recommends the following:

- **Preserve existing best practices.** The schools should maintain their current best practices for the continuous observance of organizational culture, the behavior of school heads, and the work engagement of teachers, given the very high levels recorded on these variables.
- **Build a family atmosphere.** To treat everyone as a whole person, schools may add an annual get-together or annual spiritual activities such as retreats and recollections, so that a strong shared spirit continues to be exercised by everyone in the school.
- **Strengthen teacher-student dialogue.** Regular dialogues or focus group discussions and interactions should be held between teachers and students to address concerns about classes, subjects, or even teachers, and open communication should always be upheld.
- **Close the internal-external communication gap.** Since parents rated communication (4.6) far above teachers (3.9), schools should extend their outward-facing information strategy to internal stakeholders as well.



- **Improve assessment fairness and individual support.** Given that fairness of grading (3.5) and attention to individual learning needs (3.7) were the lowest student scores, schools should review assessment practices and provide targeted academic support.
- **Focus on teacher work-life balance.** The dips recorded on work-life balance items indicate a need for workload review and wellbeing measures.
- **Align mission with daily practice.** Management should align the school's mission with the everyday behavior of teachers to ensure consistent institutional development.

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