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PERCEPTION OF ORGANIZATIONAL CLIMATE- A STUDY OF PRIVATE SCHOOL TEACHERS IN TIRUPATTUR TOWN

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ABSTRACT

The present study examines the perception of organizational climate among private school teachers in Tirupattur Town and its influence on organizational effectiveness. Organizational climate plays a significant role in shaping teachers' attitudes, motivation, job satisfaction, and overall performance. A positive organizational climate contributes to effective teaching, improved teacher morale, and enhanced educational outcomes. The study adopted a descriptive survey design and collected data from 120 private school teachers selected through simple random sampling from various private schools in Tirupattur Town. Primary data were gathered using a structured questionnaire, while secondary data were obtained from books, journals, articles, and other published sources. The collected data were analyzed using the Statistical Package for Social Sciences (SPSS). The findings reveal that most teachers perceive their organizational climate positively in terms of work allocation, management support, teacher participation, career growth opportunities, workplace relationships, morale, and loyalty toward school values. However, some respondents expressed concerns regarding freedom and independence in performing their duties, workplace safety, and communication with senior staff. The study also found that a supportive organizational climate enhances teacher motivation, commitment, and organizational effectiveness. Based on the findings, the study recommends improving salary structures, providing professional development programs, strengthening teamwork, ensuring transparent performance appraisal systems, and recognizing teachers' contributions through rewards and incentives. The study concludes that maintaining a positive organizational climate is essential for improving teacher effectiveness, job satisfaction, and the overall performance of private schools in Tirupattur Town.

KEYWORDS: Organizational Climate, Teacher Effectiveness, Organizational Effectiveness, Private School Teachers, Job Satisfaction, Tirupattur Town.

INTRODUCTION

Workers perceive organizational climate as a fleeting aspect of the internal environment that influences behaviour, it may also be described in terms of the values of a certain organizational trait. The set of characteristics that make up an organization's climate traits, which identify and distinguish one administration from another. Climate perceptions may be used as concepts to help people cope with information overload and make better decisions. Frameworks are used by people to identify activities that will help them adapt to their surroundings. Organizational climate has been a popular topic of research in the West. It increased as well. It is significant in India, but only in terms of administration. It has been observed that schools' formal qualities have changed.

A teacher's teaching proficiency is a collection of skills, knowledge, and beliefs that he or she possesses and employs to facilitate effective teaching and learning. To put it another way, proficiency is having the necessary abilities and commitment to complete a certain type of task properly.

Teachers make up the majority of the labor in schools, and they are responsible for providing high-quality education. They are in charge of the students. Teaching is a dynamic and challenging profession. It is necessary to adapt to the changing demands of the educational system on a constant basis. It necessitates continuous upgrading of knowledge and abilities, as well as a healthy corporate atmosphere. Furthermore, the organizational atmosphere will undoubtedly reveal the level of dedication of employees to the administration.

STATEMENT OF THE PROBLEM

Teachers' job performance plays a vital role in students' academic success and overall school effectiveness. Effective teaching is influenced by various factors within the organizational climate of a school. Elements such as the principal's leadership style, work environment, reward and recognition, career advancement opportunities, school facilities, disciplinary policies, and interpersonal relationships significantly affect teachers' performance. Poor job performance among teachers may result from inadequate salary, limited promotional opportunities, ineffective leadership, insufficient facilities, and negative workplace attitudes. Therefore, creating a positive organizational climate that promotes job satisfaction, healthy working conditions, fair compensation, and professional growth is essential. A supportive organizational climate can enhance teachers' performance, increase organizational effectiveness, and reduce issues such as absenteeism and turnover.

RESEARCH METHODOLOGY

This descriptive study, which is based on a survey approach, aims to ascertain how teachers in Tirupattur's private schools perceive several characteristics of the organizational environment. Both primary and secondary sources provided the data used in this investigation. A questionnaire was distributed to a sample size of 120 individuals in Tirupattur Town in order to gather fundamental information about the organizational environment of the schools. A range of published and unpublished records, articles, books, journals, and magazines provided secondary data for the study's theoretical framework.

OBJECTIVES OF THE STUDY

1. To provide a solid theoretical foundation for the idea of organizational climate research
2. To identify the various organizational climate dimensions for evaluating the school teacher's perception
3. To find out the extent of variation among teachers working in schools on their perception towards the various dimension of organizational climate in tirupattur town
4. To offer suggestion to improve the organizational climate of schools at tirupattur town.

LIMITATIONS OF THE STUDY

1. The study suffers from the well-known survey technique restriction of not being able to question respondents beyond the supplied response.
2. The information provided by the respondents is not entirely devoid of prejudice.
3. The study's shortcomings as they relate to the statistical methods used.
4. Because the current study only looked at private school teachers in Tirupattur, the results cannot be extended to other areas.

REVIEW OF LITERATURE

Cecilia Helen D'Souza and A.V. Karabasanagouda (2020) studied the Influence of Organizational Climate on Teacher Morale. The teachers play a vital role in quality of organization to a student and developing a positive climate to an organization tool has to use in this article any concept or construct in the point of view are communication flow, warmth, decision making, performing to an organization, motivation level, conflict resolution as they have to talk about lack of empirical studies and theoretical of school climate and also talk about a teachers salary and curriculum issues they have taken 100 samples of teachers.

Harvinder Kaur (2018) The study has talked about teachers effectiveness and organization climate, he has taken 50 samples of teachers from 10 different schools. He applied a descriptive statistical for this study and the objectives are effectiveness of teachers in a gender relation of secondary school, organizational climate of gender of teachers, hypotheses of no difference between climate and effectiveness and difference between effectiveness of male teachers and also difference between teachers of govt and private school teachers. The study is in Kapurthala district. Most of the objectives are having difference between climate and teacher, difference of male staff and female staff.

D P Kayastha (2016) investigated work remuneration, coworkers, and supervision in her study of secondary school teachers' job satisfaction in Nepal. The study consists of private and public school from Kathmandu and Lalitpur in Nepal. She has taken 130 samples, she as to use on each private and government school teachers work experience and psychological indicators in the region. Concerning job in general, the study's findings on job satisfaction are displayed in the table of findings for professionals and demographics, and supervision and advancement are looked at in higher secondary schools.

Vedavathi.B (2017) studied on secondary school organizational climate and work value of secondary school teachers. He has taken nearly 220 samples of secondary schools heads in South Canara district at Karnataka in India and also he has used satisfied random sampling technique of government, private - aided, private schools. The data is acquired using a survey strategy that includes descriptive and comparative study in the South Canara district of Karnataka, India. This study is observed that the work values of the read have significant contribution towards his/her instructional leaders. So that the quality of school climate could be reformed to achieve the Exim' and objectives of education.

Sadia Malik's (2010) research looks at how teachers' life satisfaction is affected by work-related stress in both public and private schools. 200 instructors from Bhakkar's public and private schools provided samples to him. The demographic sheet, organizational role stress scale, and contentment with life scale were used to collect data. He concluded that life satisfaction was negatively impacted by work-related stress. It has also been demonstrated that female teachers have higher levels of occupational stress than male teachers.

Yahya Don, Mohd Faiz Mohd Yaakob, Wan Rozimi Wan Hanafi, Rahimi Yusof, Muhamad Dzahir Kasa, and Mohd Sofian Omar-Fauzee (2021) investigated the challenges of evaluating teacher job satisfaction using an organizational environment metric. Their study aims to investigate how primary school teachers perceive their workplace and level of satisfaction. They used both qualitative and quantitative methods to collect the data for their study. As a representative sample, he employed 220 primary school teachers. He

concluded that teachers are more driven to accomplish the school's objectives when they are in agreement with the management. Additionally, more research is required to determine how the school environment affects teachers' unique traits in a dynamic internal framework.

RESEARCH METHODOLOGY

INTRODUCTION

This chapter presents the methodology adopted for the study on organizational climate and its influence on organizational effectiveness. It explains the theoretical framework, research design, sampling technique, data collection tools, data analysis methods, and challenges faced during the study. The research employed a descriptive survey design using convenience sampling. The study was conducted among employees of the selected organization, and the findings were compared to organizational effectiveness measures.

The chapter also provides a brief profile of the organization and discusses the concept of organizational climate. Organizational climate refers to employees' perceptions of the work environment, including relationships, policies, and working conditions. It influences employee behavior, performance, and overall organizational effectiveness. Since organizational climate varies across organizations and individuals, understanding employees' perceptions is essential for improving organizational outcomes.

ORGANIZATIONAL CLIMATE

Since the 1930s, numerous studies on organizational climate have been conducted, yet there is no precise definition or structure for measuring organizational climate. In truth, there is a vast range of approaches to defining and measuring the organizational climate. The average course or state of the weather at a location over a period of years as demonstrated by temperature, wind velocity and precipitation is referred to as climate in the natural sense. The "weather of the workplace" is the organizational climate. Organizational climate effects employee motivation, performance, behavior at work and satisfaction in the same way that weather conditions influence daily activities.

Organizations are studied in a variety of management, and organizational communication. An organizational behavior system establishes a healthy organizational atmosphere. The foundations of term organizational philosophy are fact and value principles. Furthermore, the organizational environment is influenced by the types of individuals who work there, as well as technology, education, and expectations. Economic, social, and fulfilling men are three categories of people. Each class of man has a unique set of beliefs and motivations, necessitating a unique organizational environment. In order to create a solid organizational climate, organizations must first understand their employees. The management must be in sync with the actual human environment. All of the models are based on the hierarchy of needs. Education, maturity, age, social background, personality, and work environment all influence people's needs. The management should construct an appropriate model based on these functions. As a result, organizational climate is defined as organizational members' behaviour patterns based on their behaviour experiences. Organizational climate provides the foundation for acceptable individual behaviour.

Organizational climate researchers have used data on human perceptions of organizational elements to determine organizational climate. Determine the organizational climate characteristics in this situation. Several dimensions of organizational climate are common to all organizations, according to the literature review and previous studies on the subject. Organizational Climate was associated by Owens (2004) with concepts such as atmosphere, personality, tone, and ethos. From a functional standpoint, the focus is on how entities such as corporate or state authority are used. Many people consider Halpin and Croft's (1963) concept of climate—which effectively linked it to morale—to be the foundational work on school climate. However, they acknowledged that time constraints confined their examination of that construct to the social interaction between the administrator and the

teachers. The adjective "competency" is synonymous with "quality," "efficiency," "appropriate," and "adequate." Its dictionary definitions include the capacity, strength, aptitude, or competence to carry out a task. According to Hyland (1995), "competence entails the accomplishment of basic minimal norms." A teacher's teaching competency is a collection of abilities, information, and convictions that they have and use to support successful teaching and learning. In other words, competency is the existence of the skills and readiness to carry out a certain kind of work in a satisfactory manner.

Organization structure, organizational studies, organizational behaviour, and organizational analysis are all terms used to describe a larger analysis of an organization. There are a variety of viewpoints, some of which are compatible:

- An organization is considered as a purposeful structure within a social setting from an institutional standpoint.
- An organization is considered as an entity that is being reorganized as a set of tasks or actions from a process perspective.

Organizational climate-influencing factors

- Organizational structure
- Individual duties
- Physical surroundings
- standards, and values
- Mutual trust
- Sense of performance useful work
- Employee participation
- Process
- Achievement
- Closeness of supervision
- Rules orientation
- Result orientation performance
- Co-worker relationship

Educational institute

Education is delivered through a variety of programs, with the teacher serving as the primary agent for putting these programs into action at educational institutions. It is the responsibility of the teachers to use the programs to lead, inspire, and motivate pupils to live a disciplined life and to instil values in them that are consistent with India's cultural history and societal goals. There is a widespread perception that instructors are dissatisfied with their work. Teachers appear to be growing dissatisfied with their jobs, and as a result, the quality of teaching is deteriorating. Despite the various initiatives and programs that have been implemented to improve their job happiness, they are dissatisfied. It is possible to isolate the sources of unhappiness, and then seek to improve or lower the severity of the dissatisfaction in order to increase the profession's holding power. There's no denying that a teacher can't offer excellent instruction unless he or she enjoys their job. In Tamil Nadu, there are two types of management in charge of schools: government and private. Private schools can either be aided or self-supporting. Self-financing schools are wholly governed and supported by private managements, whereas aided schools are controlled by private managements but funded by the government.

It is believed that teachers in assisted schools are happier in their positions than those in self-financing establishments. Therefore, the goal of this study is to examine higher secondary school teachers' job happiness. It is impossible to overestimate the significance of education for human progress. Higher education, in particular, is a barometer of a country's advancement and prosperity. The quality of a nation's citizens is a reflection of its growth. In turn, the quality of the citizens is determined by the country's educational system. Teachers

are essential to the health and prosperity of every educational system, regardless of the organizations in which they work. As a result, teachers have always held a prominent place in society and have been held in high regard. In their chosen professions, people require job satisfaction. Without job satisfaction, the job ceases to be a source of pleasure for them, and unhappiness gradually sets in. Teachers who are dissatisfied with their jobs have a difficult time adjusting to their students and become ineffective. As a result, it is critical that teachers are happy in their jobs.

Higher education institutions' academic and social environments can help or hinder students' academic advancement. The current beliefs, attitudes, and expectations that define the school and its participants have been defined as the campus environment in higher education research (Peterson and Spencer 1990). In order to help students preserve their cultural identities and overcome the uncomfortable experiences of isolation, segregation, and marginalization, institutions that are concerned with enhancing the social climate and attempting to make it more in line with students' lives have created special programs, services, and dedicated physical facilities (such as multicultural centers and tutoring and mentoring centers). Once students have a realistic sense of "belonging," they are more likely to complete their college education.

Teachers effectiveness

Teachers play a vital role in shaping society by transferring knowledge, skills, values, and experiences to future generations. They contribute significantly to the development of students and the progress of the nation. As emphasized by Sarvepalli Radhakrishnan, teachers help preserve and pass on intellectual and cultural heritage.

Teacher effectiveness refers to a teacher's ability to perform educational and institutional responsibilities successfully. It is influenced by factors such as teaching methods, classroom management, student relationships, assessment practices, and professional skills. Effective teachers create a positive learning environment that supports students' academic, social, and emotional development. Therefore, teacher effectiveness is an essential factor in achieving school goals and improving educational outcomes.

Research design

Convenience sampling design was used for the research. This design gave out the descriptive of the study and more understandable and statistical for the output

Pilot study

Pilot study was done by the research by visiting the areas in view of previewing and feasibilities of the study. Having chosen private school teachers in tirupattur town for degerming organizational climate. A short visit was made to the private school teachers for the study.

Selecting of samples

The researcher used probability sampling in specific simple random sampling for selecting 120 samples for data collection from the total population of nearly 600 private school teachers in tirupattur town

Source of data

In general, data can be categorized as

- Primary Data
- Secondary Data

Primary Data

The primary data are those that are obtained from filed data for the first time. A questionnaire was used to collect the primary data.

Secondary Data

Data that has already undergone statistical processing is referred to as secondary data. The secondary data was gathered from books, Internet, Journals or periodicals and Research

thesis.

Analysis

The statistical package for social science (SPSS) software was used to edit, process, and analyze the acquired data. Tables, charts, and diagrams were used to display the results of the analysis.

Area of the study

The present study was conducted among private school teachers in Tirupattur Town to examine organizational effectiveness. Various private schools in Tirupattur were selected for the study. Tirupattur, often referred to as the "Town of Ten Villages," is an important taluk in Tamil Nadu. It includes several villages such as Aathiyur and Kodyur and is known for its ancient Vishnu and Shiva temples, as well as water reservoirs dating back to the Hoysala period. The town has excellent road and rail connectivity with major cities such as Bengaluru, Vellore, Chennai, Salem, Coimbatore, and Tiruvannamalai. It is also known for the presence of several Islamic saints' shrines.

According to the 2011 Census, Tirupattur had a population of 64,125. During British rule, Tirupattur served as a revenue division and was part of both the Vellore and Salem districts at different periods. The Tirupattur subdivision includes the taluks of Tirupattur, Natrampalli, Vaniyambadi, and Ambur. Notable personalities such as Dr. T.V. Somanathan, K.P.S. Menon Jr., and Anna Rajam Malhotra served as Sub-Collectors of Tirupattur during their early careers. The Tirupattur Municipality was established as a Third-Grade Municipality in 1886. It was upgraded to a Second-Grade Municipality through Government Order No. 194 dated 10.02.1970 and later classified as a First-Grade Municipality through Government Order No. 654 dated 01.04.1977. Tirupattur has adequate population and geographical area for political representation in both the state and national legislatures. The town falls under the Tiruvannamalai Lok Sabha Constituency for parliamentary elections and has representation in the Tamil Nadu Legislative Assembly. The Tirupattur District was formed on 15 August 2019 following the trifurcation of the Vellore District, with Tirupattur town serving as the district headquarters. This made Tirupattur an important administrative and educational center, making it a suitable location for the present study.

Item Statistics

Particulars	Mean	Std. Deviation	N
Work activities of school teachers	2.73	1.221	120
Freedom and Independence to perform my job	2.94	1.023	120
Ideas and suggestions of teachers	3.21	1.166	120
Compatible atmosphere in school	3.33	1.205	120
Quality principles of teachers	3.27	1.172	120
Opportunities to take decisions in school	3.22	1.132	120

Feedback of job performance	3.29	1.279	120
Goal and objectives of school	3.38	1.108	120
Work place safety importance	3.34	1.119	120
Policies and organizational structure	3.25	1.176	120
Assistance of co workers	3.25	1.125	120
Relationship of management and teachers	3.36	1.075	120
Need of time to consult teachers	2.65	1.135	120
Friendly atmosphere among teachers	3.24	1.069	120
Resource shared throughout the school	3.36	1.083	120
Treating humanly without differences	3.22	1.161	120
Trustworthy of senior teachers	3.33	1.203	120
Freely communicate with senior teachers	3.28	1.23	120
Teachers suggestions	3.38	1.077	120
School enhances career growth	3.32	1.159	120
Job stimulating	3.56	1.215	120

Effective of new technologies	3.64	1.165	120
Morale is at its best	3.67	1.155	120
Loyal to the values of school	3.73	1.067	120
Work beyond the experience of school	3.78	1.055	120
Like to work at school	3.6	1.08	120
Need of the teachers in school	3.6	1.148	120

Table 1
Demographic Profile of Respondents (N = 120)

Sl.No.	Variable	Category with Highest Response	Frequency	Percentage (%)
1	Gender	Male/Female (Equal)	60	50.0
2	Marital Status	Married	86	71.7
3	Age	26–35 Years	32	26.7
4	Educational Qualification	UG/PG with B.Ed.	45	37.5
5	Monthly Income	₹25,000–₹40,000	35	29.2
6	Teaching Experience	5–10 Years	38	31.7
7	Type of School	Higher Secondary	37	30.8
8	Working Hours	8 Hours	88	73.3

Table 2
Summary of Organizational Climate Variables (N = 120)

S.No	Organizational Climate Variable	Highest Response Category	Percentage (%)
1	Work activities are fairly allocated	Agree	28.3
2	Freedom and independence in performing job	Disagree	33.3
3	Teachers' ideas and suggestions are valued	Agree	30.0
4	Compatible atmosphere exists in school	Agree	36.7
5	School follows quality principles	Agree	37.5
6	Opportunities for decision-making are provided	Agree	31.7
7	Feedback on job performance is provided	Agree	31.7

	regularly		
8	Importance is given to workplace safety	Neutral	31.7
9	Policies and organizational structure are clearly explained	Neutral	31.7
10	Assistance is available from co-workers and senior staff	Agree	33.3
11	Contributions towards school goals are recognized	Agree	34.2
12	Warm relationship exists between management and teachers	Agree	40.0
13	Teachers are permitted sufficient time for consultation	Neutral	32.5
14	Friendly atmosphere prevails among staff members	Neutral	30.8
15	Resources are shared throughout the school	Neutral/Agree	33.3
16	Teachers are treated humanely without discrimination	Neutral	31.7
17	Information provided by senior teachers is trustworthy	Agree	30.8
18	Teachers can freely communicate with senior teachers	Neutral	30.0
19	Management considers teachers' suggestions seriously	Agree	33.3
20	School enhances career growth	Agree	35.8
21	Job provides stimulation and motivation	Agree	35.0
22	New technologies improve job effectiveness	Agree	31.7
23	Teacher morale is high	Agree	42.5
24	Teachers are loyal to school values	Agree	44.2
25	Teachers are willing to work beyond expectations	Agree	46.7
26	Teachers like working in their school	Agree	45.0
27	School understands teachers' needs	Agree	43.3

FINDINGS

- Most of the respondents (26.7%) are in the age group of 26–35 years and are working as private school teachers.
- Equal numbers of male and female respondents (50% each) are working as teachers in Tirupattur.
- The majority of the respondents (71.7%) are married and belong to families residing in Tirupattur town.
- Most respondents possess UG/PG qualifications along with a B.Ed. degree (37.5%) and are working in private schools in Tirupattur town.
- The majority of the respondents (29.2%) earn a monthly income between ₹25,000 and ₹40,000 and are satisfied with their jobs.
- A major portion of the respondents (31.7%) have 5–10 years of teaching experience in Tirupattur town.
- The study sample was collected from all types of schools in Tirupattur, and 29.2% of the respondents are from primary schools.

- The majority of the respondents (73.3%) work for 8 hours daily as school teachers.
- Most respondents (28.3%) agreed that work activities are properly allocated among teachers in their schools.
- Most respondents (33.3%) disagreed that they have freedom and independence to perform their jobs in their schools.
- Most respondents (30%) agreed that importance is given to teachers' ideas and suggestions in their schools.
- Most school teachers (36.7%) agreed that a compatible atmosphere is maintained in their schools.
- Most school teachers (37.5%) agreed that the principles of quality are followed in their schools.
- Most respondents (31.7%) agreed that teachers are given ample opportunities to participate in decision-making in their schools.
- Most respondents (31.7%) agreed that they receive regular feedback on their job performance.
- Most respondents (31.7%) were neutral regarding whether their contribution toward the goals and objectives of the school is duly recognized by the management.
- Most school teachers (31.7%) were neutral regarding the importance given to workplace safety in schools.
- Most school teachers (33.3%) agreed that they receive assistance from senior staff members and co-workers when handling difficult assignments.
- Most respondents (34.2%) agreed that the management recognizes teachers' contributions toward achieving the goals and objectives of the school.
- Most respondents (40%) agreed that there is warmth in the relationship between the management and teachers in the school.
- Most respondents (32.5%) were neutral regarding whether teachers are permitted to consult one another in times of need.
- Most respondents (30.8%) were neutral regarding whether a friendly atmosphere prevails among staff members in the school.
- Most respondents (33.3%) agreed that resources are shared throughout the school.
- Most respondents (31.7%) were neutral regarding whether top management values teachers and treats them humanely without discrimination.
- Most respondents (30.8%) agreed that the information provided by senior teachers is trustworthy.
- Most respondents (30%) were neutral regarding whether teachers can freely communicate with senior teachers about work-related matters.
- Most respondents (33.3%) agreed that the management seriously considers teachers' suggestions in the school.
- Most respondents (35.8%) agreed that the school enhances career growth opportunities.
- Most respondents (35%) agreed that their jobs are stimulating in their schools.
- Most respondents (31.7%) agreed that they are updated with new technology in order to be effective in their jobs.
- Most respondents (42.5%) agreed that morale is at its best in their schools.
- Most respondents (44.2%) agreed that they are loyal to the values of the school.
- Most respondents (46.7%) agreed that their work goes beyond their previous experience in the school.
- Most respondents (45%) agreed that they like working in their school.

- Most respondents (43.3%) agreed that the school understands the needs of teachers.

SUGGESTIONS

1. Since the majority of the staff are working for the development of the school, they should be provided with training programs to help them cope with academic and family-related pressures.
2. Many teachers working in private schools receive low salaries. Therefore, their salaries may be increased based on their performance and contributions to the school.
3. School and student discipline, teacher performance, student attendance and achievement, community participation, and parental involvement in school activities should be recognized and rewarded through appropriate awards.
4. Teachers have a high level of trust in the school. This trust should be maintained and strengthened to enhance their involvement and commitment.
5. Teamwork among teachers should be encouraged and recognized to promote a positive and collaborative work environment.
6. The performance appraisal system should be administered in a transparent and reliable manner by the school administration. This will motivate teachers to work more efficiently and effectively.

CONCLUSION

This study examined the motivation of private school teachers in Tirupattur. A total of 120 teachers from four different types of private schools participated in the study. The majority of the respondents had more than 10 years of teaching experience and possessed varying educational qualifications.

The findings suggest that schools should provide greater job security and appropriate salary increments to improve the quality of life of teachers and enhance their motivation. In addition, schools should organize health camps at least once every six months and conduct regular awareness programs on recent educational trends and developments.

Furthermore, the management should have a clear vision and adopt modern technologies to create a motivating work environment for teachers. Such initiatives can improve teacher motivation, enhance organizational effectiveness, and contribute to better educational outcomes.

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