

A Study of Organizational Climate of Secondary School Teachers in Terms of Area and Type of Administration

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Abstract

Organizational climate is an important area which affects the teaching process carried out by teachers. If we want best from the efforts of teachers, it is essential that they must be provided with best organizational climate. A sample of 704 teachers from different secondary schools both from government and private as well as rural and urban areas of Jammu district was selected to assess the organizational climate. Data was collected using organizational climate scale developed by Pethe, Chaudhary & Dhar was used. Results of t-test revealed that urban area secondary schools has better organizational climate as compare to rural area schools. However government secondary schools of Jammu district possesses better organizational climate in comparison to private sector secondary schools.

KEYWORDS- Organizational climate, area, administration.

Introduction.

In order to shape the future of nation teachers play very important role. Teachers work in an educational institution to shape the learners behavior in the desired direction. An institution or school is not only a place where teaching learning occurs ,but it is a place where best from mind, body and spirit is drawn out by the efforts of teachers. If we want best from a teacher, it is essential that we must provide suitable organizational climate which is essential to enhance his performance..

In the words of Gottfredson & hollifield (1998) school performance is linked with organizational climate and thus a positive school climate was advocated by them. Peterson & Deal (1998) stated that School climate is the collection of norms ,values, traditions and rituals built up over time as people continues to work together by solving problems and fighting with challenges. This set of values ,traditions etc helps in deciding how people think, act and feel in school.

Organizational climate is directly linked with process of attainment of organizational aims and objectives. If the organizational climate is appropriate more is the output of its workers. In the area of education, if we want to bring desirable behavioural changes, we must take care of organizational climate.

In order to assess the suitability of organizational climate, following questions can be asked to the workers working in that organization.

- a) Do you feels satisfaction at place of work ?
- b) Do as worker you believe in the development and progress ?
- c) Do you feel that you are important for your organization ?
- d) Do you as worker share good relations with other members of organization ?
- e) Do you feel encouraged during work ?

Many institutions are there who do not give importance to organizational climate. We can say that they pay importance only towards the profit and workers work only for money. They are ready to quit, whenever they got better chance. This type of situation is not good for any organization. Thus we can not neglect organizational climate, as it is linked with workers motivation and productivity.

Review of literature

Bhat & Mir (2018) studied school climate by using self made school climate scale. t-test was used for analyzing the collected data and it was assessed that the difference between organizational climate among government and private schools was significant with mean score for organizational climate in case of government schools as 160.90 and that for private schools as 177.77.

Recently, Patra, Maiti & Halder (2018) also studied organizational climate in Bengal among secondary teacher education institutes by taking a sample of 200 teachers from government as well as private sector. Questionnaire developed by the researchers was used for assessing organizational climate level. It was assessed that there is no significant difference between organizational climate of government and private institutes.

In a recent study Sharma (2018) investigated organizational climate in U.P. among different schools by selecting a sample of 900 teachers randomly. Organizational climate descriptive questionnaire by Sharma (1973) was selected for assessing organizational climate. Results revealed that difference in organizational climate of different types of schools is significant. It was assessed that in comparison to govt. and aided schools public schools has more open climate. It was also found that the difference between climate of urban and rural schools is significant, and the organizational climate of urban area schools is more open in comparison to that of rural area schools.

Brar (2017) investigated organizational commitment in connection to climate of organization among teachers. 200 teachers from secondary schools as sample were selected from Punjab. Organizational climate scale developed by Pethe, Chaudhary & Dhar and Hyde and Roy's organizational commitment scale were utilized. The mean score for organizational climate in government and private secondary schools was found to be insignificant. Further Mean score of organizational climate in urban and rural schools was 100.25 & 107.00 respectively. t-test revealed that this difference is significant.

Vedavathi (2017) conducted a study on organizational climate in secondary schools an by taking a sample of six educational blocks from three types (government high schools, private high schools and private-aided schools) of schools in Karnatka. Motilal Sharma's school organization climate descriptive questionnaire was used for data collection. It was revealed that the difference in organizational climate of different types of school significant.

Ghosh & Guha (2016) also studied organizational climate in West Bengal by selecting a sample of 221 teachers randomly. Organizational climate inventory by Chattopadhyay & Agarwal was used. Mean score for organizational climate among government and private institute was found to be 214.56 & 219.73 respectively and

in case of urban area & rural area institutes mean score was found to be 216.16 & 218.45 respectively. t-test revealed that difference is significant.

Chakraborty & Mehera (2016) also studied the institutional climate of secondary school in two different districts of West Bengal by taking a sample of 96 secondary school teachers. A questionnaire was used having 64 test items. The results revealed that that difference in urban and rural male and female teachers in two districts is not significant.

In a past study conducted by Shailly (2012) to see the relation between leadership styles among principals of government as well as private schools with organizational climate. A sample of 240 teachers from Delhi (south zone) was selected. It was assessed the difference between mean scores of government and private schools organizational climate is insignificant.

Objectives of the study

The objective of the study is to assess the significance of difference in organizational climate among secondary schools teachers in terms of area (urban and rural) and type of administration (Govt. and Private).

Hypothesis

The hypothesis formulated to conduct the study are given below.

- 1). There is no significant difference in organizational climate of Urban and rural secondary schools.
- 2). There is no significant difference in organizational climate of government and private secondary schools.

Method

Sample

Data related to organizational climate was collected from a sample of 704 secondary school teachers from different government and private secondary schools of Jammu district of J&K.

Analysis.

In order to analyze the data t-test was employed as shown in table 1.1,1.2 and 2.1,2.2 respectively.

Table. 1.1 Group Statistics

	Type of Area	N	Mean	Std. Deviation	Std. Error Mean
Organizational climate	Urban	352	1.1306E2	24.38537	1.29974
	Rural	352	1.0864E2	21.55738	1.14901

Table. 1.2

		Levene's Test for Equality of Variances						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Organizational climate	Equal variances assumed	1.447	.229	2.545	702	.011	4.41477	1.73481
	Equal variances not assumed			2.545	691.597	.011	4.41477	1.73481

Table. 2.1 Group Statistics

Organizational climate	Type of Administration	N	Mean	Std. Deviation	Std. Error Mean
Organizational climate	Govt.	352	1.1292E2	21.48099	1.14494
	Private	352	1.0878E2	24.47612	1.30458

Table 2.2

		Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
		F	Sig.					
Organizational climate	Equal variances assumed	1.479	.224	2.390	702	.017	4.14773	1.73575
	Equal variances not assumed			2.390	690.370	.017	4.14773	1.73575

Conclusion.

As revealed by table 1.1 the mean score for organizational climate in case of urban area schools is 113.06 and that for rural area schools the mean score is 108.64. Also from table 1.2 it is clear that t-value for significance of difference between mean of organizational climate among urban and rural area schools is 2.545, which is significant. Thus it can be concluded that urban area schools of Jammu district possesses better organizational climate as compare to rural area schools.

Again mean score of organizational climate in case of government sector schools is 112.92 and for private sector schools it is 108.78. Further from table 2.2, t - value for difference in organizational climate among government and private secondary schools is 2.390, which is significant. Thus we can say that government sector secondary schools of Jammu district has better organizational climate in comparison to that of private schools.

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