

# Organizational climate among senior secondary school teachers in relation to their type of school, gender and locality

Dr. Kamlesh Dhull

Assistant Professor, Vaish College of Education, Rohtak.  
E-mail: kamleshdhull10@gmail.com

**Abstract:** The study in hand was conducted to find the difference in organizational climate among senior secondary school teachers in relation to their type of school, gender and locality. A sample of 200 senior secondary school teachers from Government and private senior secondary school was taken out. Organizational Climate Inventory by Chhattopadhyay and Agrawal was used to collect the data. Mean, Standard Deviation and 't' test was used to analyze the data. The study revealed that : (i) No significant difference was found among senior secondary school teachers working in government and private schools (ii) No significant difference was found in organizational climate among male and female teachers of senior secondary schools; and (iii) No significant difference was found in organizational climate among rural and urban teachers of senior secondary schools.

**Key Words:** Organizational climate, government, private, gender, locality senior secondary school

## I. INTRODUCTION

Teachers may have a significant impact on the quality of education by using sound instructional strategies in the classroom. Strong motivation, according to, is the major component contributing to good teaching practises. Improved teacher motivation is thus vital for bringing about educational system transformation. Teacher motivation and the elements that influence it must be known by the planner in order to properly prepare for such enhancements in teacher motivation levels. This data will assist in identifying areas in need of improvement (Bess, 1977). The ability of a teacher, as well as the characteristics of the educational process and the instructor's influence on student behaviour, are all factors in determining teaching efficiency. The creation of all these characteristics of this large and complex subject of teacher education is, like any other discipline, intensive research survey, in search of what actually adds to good teaching for instructors.

### ORGANISATIONAL CLIMATE

The basic human environment within which an organization's workers operate is referred to as the "organisational climate". Climate impacts each action in an organisation directly or indirectly and is impacted by practically everything that happens in the organisation. The survival and expansion of every organisation is directly proportionate to the favourable climate in it. Employees in the organisation have to be thoroughly familiar with rites, ceremonies, regulations etc. This may only promote feeling of belongings among workers and further contribute in the success of organisation . Organization climate is of tremendous relevance for exploitation of human connections and resources at all levels. Organizational climate has a tremendous effect on motivation, productivity and job satisfaction. It is also a crucial motivating element responsible for happiness and discontent of workers and determines the volume of their turnover. To avoid

ambiguity, we've used both terms here: organisational climate and organisational culture. The "relatively lasting quality of the internal environment of an organisation that a) is experienced by its members, b) influences their behaviour, and c) can be described in terms of the values of a specific set of characteristics (or attitudes) of the organisation" has been defined as the organisational climate (Taguiri and Litwin, 1968, p.27). The climate is the "ether" within which an organisation lives. For the multi-dimensional contingency model, we lay up many points of climate and future study objectives.

The whole of an organization's internal conditions is referred to as its "organisational climate." An organisation is a collection of people and things working together. Every organisation has its own objectives, strategies and programmes. The success or failure of any organisation in executing its plans and programmes to accomplish its objectives relies to a large part upon its climate. The climate refers to the totality of all physical, social, emotional and instructional aspects which contribute to the complete teaching learning conditions in the school.

In the real world, an organization's climate is often measured by asking workers about their perceptions of several characteristics of the firm, such as their amount of autonomy, warmth and support, openness, collaboration, and aggressiveness and competition. From the standpoint of education, the organisational climate is a combination of the behaviour of the principal and the behaviour of the teachers. Four aspects of principle leadership behaviour (aloofness, production focus, thrust, and consideration) and four characteristics of teacher interactions (disengagement, hindrance, esprit, and intimacy) have been chosen as the conceptual underpinning for the examination of the corporate climate (Halpin and Croft, 1963).

## II. REVIEW OF LITERATURE

According to Salami (2011) stress at work, personality traits, and social support were all shown to be predictors of teachers burnout. Personality and social support interacted with work stress to predict personal success. The findings support the hypothesis that burnout may be influenced by both environmental (such as work stress and social support) and individual (such as personality attributes) variables. Sodhi, (2011) showed that the secondary school teachers experiencing autonomous and familiar kind of school newline organisational climate had demonstrated considerably greater degree of teacher effectiveness as opposed to those perceiving school climate to be of closed type. Mirzamani, Khorshidi, and Moosavipanah (2012) suggested that there is direct association among organisational climate and work satisfaction among instructors from TEO Organization at Baharestan Town. Consequently, a more pleasant and acceptable organisational climate will lead to an increase in employee happiness. Khurana, Veenu (2013) demonstrated a substantial difference in the school organisational climate and the work satisfaction of instructors. Job satisfaction was equal among the instructors independent of their Marital Status, location of school, kind of school they work save their sex. Organizational climate has been proven to have a considerable impact on teachers' work performance, as demonstrated by Selamat (2013). In terms of organisational climate dimensions, one component of principal's leadership conduct and teachers' behaviour: push and hindrance were determined to be key variables in increasing teachers' work performance. Organizational climate affects employee motivation greatly, according to Ladyong (2014). Two variables of organisational climate namely, collegial leadership and school community interrelationships were revealed to be major factors that impact teachers' job motivation. Rani & Rani (2014) demonstrates that there is no association between the organisational climate of elementary schools and work satisfaction of female teachers. According to Gemnafle, Waimuri, and Batlolona (2016), the role of any educational leader referred to as a principal should prioritise the creation of a healthy school organisation climate. According to Kaur (2018), there are no significant differences in the Organizational Climate of schools between male and female senior secondary school instructors. Government and private senior secondary schools do not vary much in terms of the organisational climate. Nadia (2019) evaluated the influence of organisational climate on teachers' commitment.

### III. significance of the study

Organizational climate plays a crucial role in the lives of a teachers and it influences teacher effectiveness, work satisfaction, job stress, burnout, job performance, etc. Organizational climates in schools frequently make it difficult for educators with this climate of experience to thrive. Teachers with emotional issues may never get their troubles

**Table 1: Mean, S.D. and 't' score of Organizational Climate of Senior Secondary School Teachers in relation to Type of School**

Variable	Group	N	Mean Scores	S.D's	t-value	Level of Significance
Organizational Climate	Government School teachers	100	241.31	28.31	1.236	Not significant
	Private School teachers	100	243.30	32.28		

handled since many schools have limited psychiatric assistance. Poor administrative and support methods may have a greater impact on instructors who are often on the move. In many cases, schools are ill-equipped to deal with these issues. A study of senior secondary school teachers' work environments in respect to their schools' kind, gender, and climate was thus undertaken.

## IV. STATEMENT OF THE PROBLEM

**A Study of Organizational climate among senior secondary school teachers in relation to their type of school, gender and locality.**

### OBJECTIVES

- (1) To compare the organizational climate among senior secondary school teachers in relation to types of school.
- (2) To compare the organizational climate among teachers of senior secondary schools in relation to gender.
- (3) To compare the organizational climate among teachers of senior secondary schools in relation to locality.

## V. HYPOTHESES

- (1) There exists no significant difference in organizational climate among government and private senior secondary school teachers.
- (2) There exists no significant difference in organizational climate among male and female teachers of senior secondary schools.
- (3) There exists no significant difference in organizational climate among rural and urban teachers of senior secondary schools.

## VI. Methodology

In the present study descriptive survey method has been used.

### SAMPLE

A sample of 200 teachers of 20 schools of randomly selected from government and private senior secondary educational institutes of 5 districts of Rohtak zone from lottery method of Haryana state was taken for the present study. There were 100 male and 100 female teachers.

## VII. Tool used

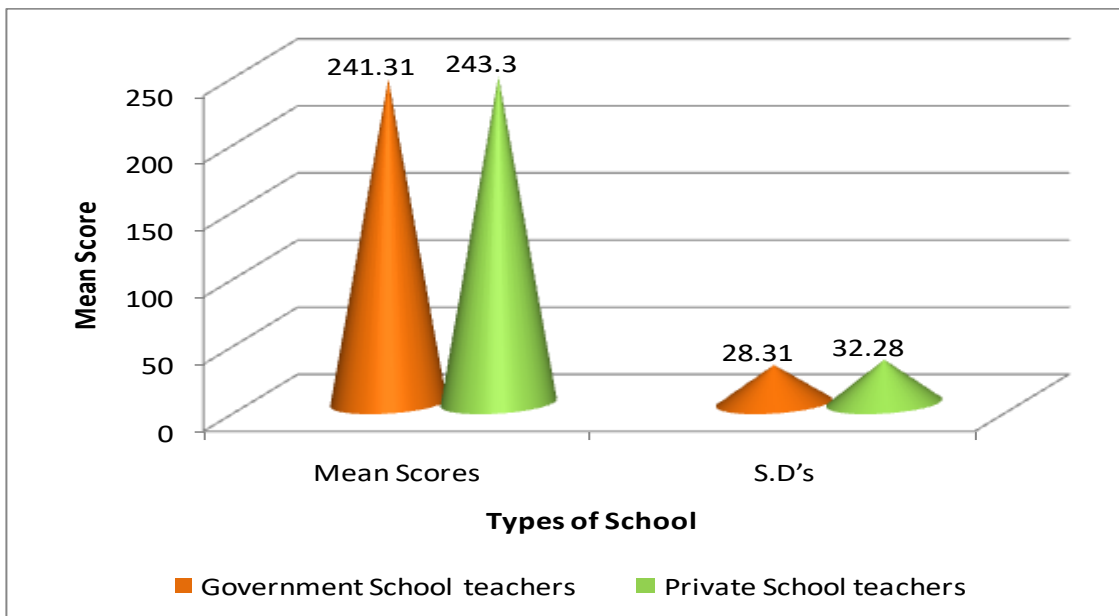
Organizational Climate Inventory by Chhatopadhyay and Agrawal was used to assess the organizational climate

### STATISTICAL TECHNIQUES

Mean, Standard deviation and 't' test were used to analyze the data.

## VIII. Data Analysis

The difference in organizational climate in relation to type of school, gender and locality of senior secondary school teachers were given in table 1 to table 3.



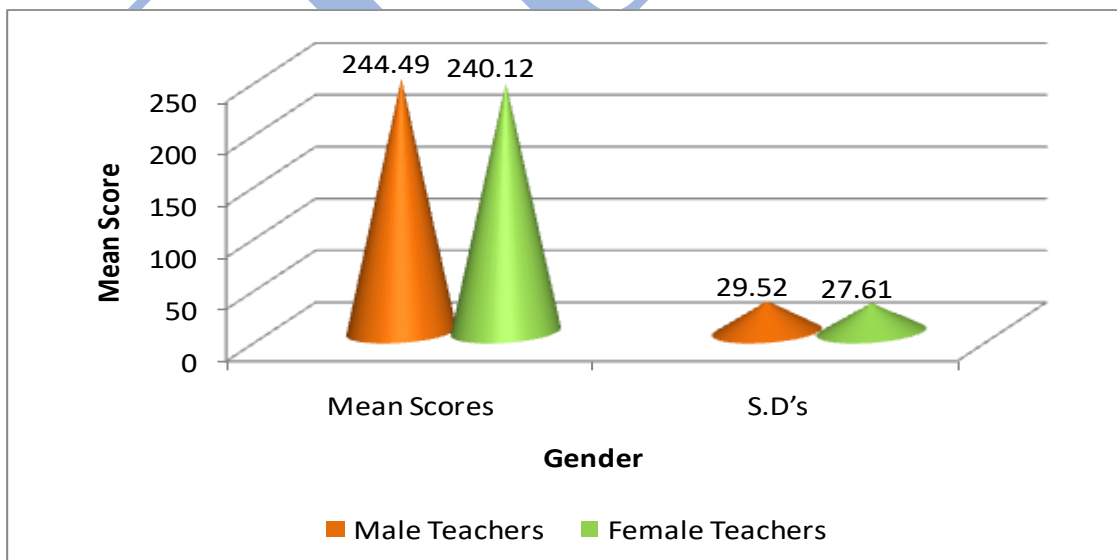
**Table 1: Mean and S.D. scores of Organizational Climate of Senior Secondary School Teachers in relation to Type of School**

It is apparent from the Table 1 that the mean scores of organizational climate of government and private school teachers are 241.31 and 243.30 with S.D.'s 28.31 and 32.28 respectively. The 't' ratio came out from the above two groups is 1.236, which is not significant at any level of significance.

Hence, there exists no significant difference in organizational climate among government and private senior secondary school teachers. Thus the hypothesis framed earlier, "There exists no significant difference in organizational climate among government and private senior secondary school teachers" stands retained.

**Table 2: Mean, S.D. and 't' score of Organizational Climate of Senior Secondary School Teachers in relation to Gender**

Variable	Group	N	Mean Scores	S.D's	t-value	Level of Significance
Organizational Climate	Male Teachers	96	244.49	29.52	0.861	Not Significant
	Female Teachers	104	240.12	27.61		



**Fig. 2: Mean and S.D. scores of Organizational Climate of Senior Secondary School Teachers in relation to Gender**

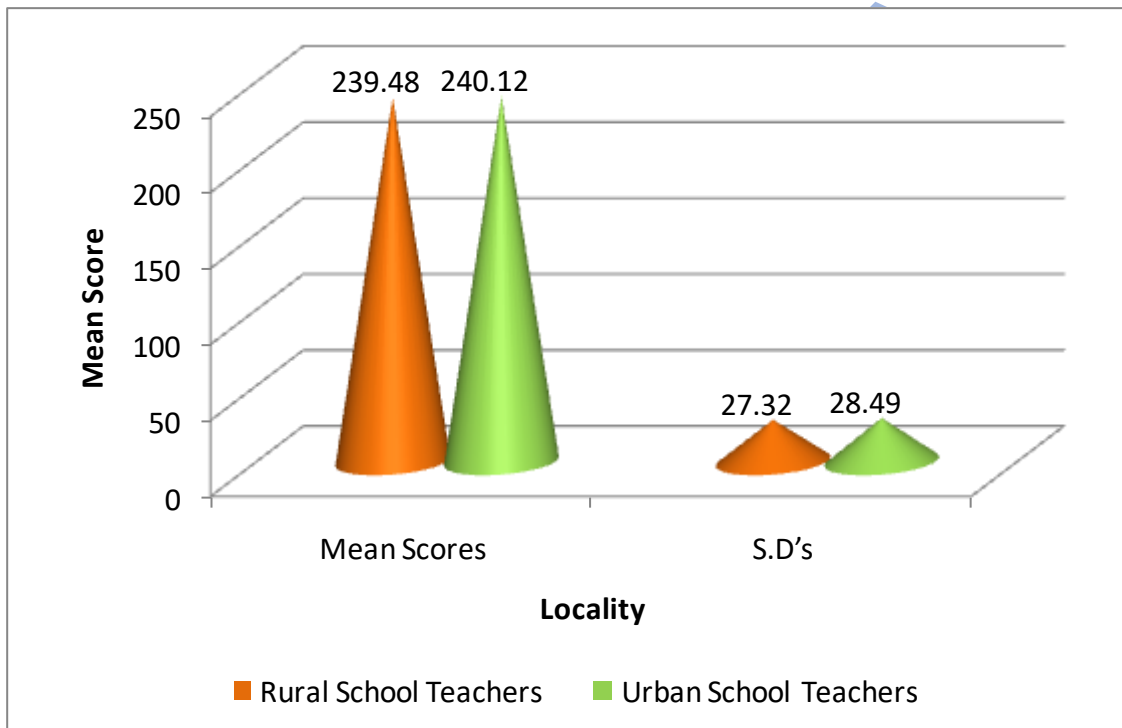
It is apparent from the Table 2 that the mean scores of organizational climate of male and female school teachers are 244.49 and 240.12 with S.D.'s 29.52 and 27.61 respectively.

The 't' ratio came out from the above two groups is 0.861, which is not significant at any level of significance. Hence, there exists no significant difference in organizational climate

among male and female senior secondary school teachers. significant difference in organizational climate among male and female teachers of senior secondary schools” is retained. Thus the hypothesis framed earlier, “There will be no

**Table 3: Mean, S.D. and ‘t’ score of Organizational Climate of Senior Secondary School Teachers in relation to locality**

Variable	Group	N	Mean Scores	S.D’s	t-value	Level of Significance
Organizational Climate	Rural School Teachers	82	239.48	27.32	1.635	Not Significant
	Urban School Teachers	128	240.12	28.49		



**Fig. 3: Mean and S.D. scores of Organizational Climate of Senior Secondary School Teachers in relation to Locality**

It is apparent from the Table 3 that the mean scores of organizational climate of rural and urban school teachers are 239.48 and 240.12 with S.D.’s 27.32 and 28.49 respectively. The ‘t’ ratio came out from the above two groups is 1.635, which is not significant at any level of significance. Hence, there exists no significant difference in organizational climate among rural and urban senior secondary school teachers. Thus the hypothesis framed earlier, “There exists no significant difference in organizational climate among rural and urban teachers of senior secondary schools” is retained.

#### IX. Findings of the study

1. No significant difference was in organizational climate among government and private school teachers.
2. No significant difference was found in organizational climate among male and female teachers of senior secondary schools.
3. No significant difference was found in organizational climate among rural and urban teachers of senior secondary schools.

#### X. Conclusion

Many research demonstrate that the organisational climate might influence the teacher effectiveness, commitment, performance, work satisfaction, job stress, occupational anxiety, etc. There's a good chance that the climate in the workplace can be improved and made more desirable in this way if everyone in the organisation has the freedom to act in an environment where there's healthy competition, and if everyone participates in decision-making and pays attention to the employees' positive actions and works while rewarding them with job satisfaction. there is no trace of major organisational climate variation between two group in organisational climate grades and its dimensions. Organizational climate did not vary significantly among school types, gender, or location in our research. We may thus deduce that the school principal has a key role in terms of creating a pleasant working climate. As a result, teachers who have been trained before via a system of planning and systematic cadre should be considered for the position of principle, rather than those hired on the basis of a winning team in regional leader elections or connections within the

local government. A capable and well-prepared headmaster who can create a working climate that encourages teachers to grow in their fields.

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