



## A STUDY ON ORGANIZATIONAL ORIENTATION OF HIGHER SECONDARY TEACHERS WORKING IN TIRUNELVELI DISTRICT

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### ABSTRACT

This study is examined to find out the organisational orientation of higher secondary teachers with regard to gender and type of school. The investigator has used normative survey method to obtaining the data. 200 higher secondary teachers are selected from Tirunelveli district as a sample. The investigator used Organizational Orientation Inventory (OOI) were developed by Mc Croskey. The result revealed that that there is no significant difference in Organizational Orientation and in its dimensions of higher secondary teachers with regard to gender and there is significant difference in Organizational Orientation and in its dimensions of higher secondary teachers with regard to type of school.

**KEYWORDS :** Organisation, Orientation, Higher Secondary Teachers, etc.,

### INTRODUCTION

Organizational Orientations are the foundation on which an individual's behaviours and motivations in an organization are founded. The work orientation of an individual can influence the behaviour of the individual in the workplace. Furthermore, an educational setting may help provide means to a deeper understanding of organizational orientations. In the working world, if an employee does not work well with the organization then the employee can either be fired, transferred, or quit and find a new job. However, when a teacher has difficulties adapting in the educational organization, the individuals must survive together until the end of the semester, even when the semester is over, if the teacher leaves the organization. Applying Organizational Orientation theory to the educational setting is fruitful because the investigator will have a better understanding of how teachers view school, react to their perceived role, and potentially behave in the working world.

Teachers' Commitment is one of the key elements in education and is arguably becoming an increasingly important factor. The work engage in on a daily basis is complex and demanding and requires a level of personal engagement and commitment. With the escalating demands and new challenges inherent in the current educational climate, what it means to be a committed teacher is also changing. It has become imperative to gain further insight into teacher commitment due to its close association with concepts such as quality of teaching, teacher adaptability, teacher attendance, teacher burnout, and teacher retention, organizational "health" of the school, and student attitudes and learning outcomes. The level of teachers' commitment is considered to be as a key factor in the success of current educational reform agenda as it heavily influences teachers' willingness to engage in cooperative, reflective and critical practice. Therefore, the main purpose of this study is to investigate the relationship between Organizational Orientation and Teacher Commitment.

### OBJECTIVES

1. To study whether there is any significant difference in the organizational orientation of higher secondary teachers with regard to gender.
2. To study whether there is any significant difference in the organizational orientation of higher secondary teachers with regard to type of school.

### NULL HYPOTHESIS

1. There is no significant difference in the Organizational Orientation and in its dimensions of higher secondary teachers with regard to gender.
2. There is no significant difference in the Organizational Orientation and in its dimensions of higher secondary teachers with regard to type of school.

### METHODOLOGY

The investigator has used normative survey method to obtaining the data.

### SAMPLE FOR THE STUDY

The investigator has used simple random sampling and selected 200 higher secondary teachers in Thirunelveli District.

### TOOLS USED

The investigator used Organizational Orientation Inventory (OOI) were developed by Mc Croskey.

### STATISTICAL TECHNIQUES USED

Arithmetic mean, Standard deviation, 't' test were used for analysis of the data.

### NULL HYPOTHESIS I

There is no significant difference in the organizational orientation of higher secondary teachers with regard to gender.

### Table – I

**Difference In The Organizational Orientation Of Higher Secondary Teachers With Regard To Gender**

Gender	N	Mean	Standard Deviation	t-value	Level of Significance
Male	115	76.57	10.85	1.26	Not Significant
Female	85	74.40	12.88		

(At 5% level of significance, the 't' values is 1.96)

The above table shows that there is no significant difference in Organizational Orientation and in its dimensions of higher secondary teachers with regard to gender.

### NULL HYPOTHESIS II

There is no significant difference in organizational orientation of higher secondary teachers with regard to type of school.

### TABLE – II

**Difference In Organizational Orientation Of Higher Secondary Teachers With Regard To Type Of School**

Type of School	N	Mean	Standard Deviation	t-value	Level of Significance
Government	114	77.75	11.41	2.94	Significant
Private	86	72.87	11.73		

(At 5% level of significance, the 't' values is 1.96)

The above table shows that there is significant difference in Organizational Orientation and in its dimensions of higher secondary teachers with regard to type of school.

### FINDINGS

1. There is no significant difference in organizational orientation of higher secondary teachers with regard to gender.
2. There is significant difference in organizational orientation of higher secondary teachers with regard to type of school.

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Government school higher secondary teachers are better than private higher secondary teachers in organisational orientation.

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