



## A STUDY ON ORGANIZATIONAL CLIMATE FOR TEACHERS IN SCHOOLS WITH RESPECT OF ASSURED DEMOGRAPHIC VARIABLES

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### ABSTRACT

The main objective of this study is to assess Organizational Climate of teachers in Secondary and Higher Secondary Schools of Sivagangai District. To find out the significant difference between certain selected demographic variables of teachers such as Gender, Qualification, Subject, Designation, Type of School, Experience, Locality of the School, Residence, Marital Status and Spouse Work with Leadership Behavior, Organizational Climate and Morale of teachers in Secondary and Higher Secondary Schools of Sivagangai District. The school climate was a feeling of work practice towards visible characteristics of organization. It would have influence on determining the work practitioners' behavior and attitude. The school Climate was important to cause one's Job Satisfaction as well as affect working efficiency. Therefore, the Teachers' Work Satisfaction was an integral indicator leading to effectiveness in school. If the teachers were satisfied in work practice in school, that work practice would be easily successful. Considering this, the investigator has chosen organizational climate. Therefore, this study has carried out to assess the organizational climate in relation to teacher which is getting more significance in this context. Descriptive Survey Method was used for data collection in this study. Organizational Climate Descriptive Questionnaire (OCDQ) was used for data collection. The researcher has chosen Devakottai and Sivagangai educational districts under purposive sampling. The developed Organizational Climate Descriptive Questionnaire (OCDQ) of the present investigation was administered to the sample of 600 high and higher secondary school teachers. There is no significant difference on Organizational Climate of teachers in Secondary and Higher Secondary Schools with reference to gender, qualification, and subject designation, to experience, marital status and residence. There is significant difference on Organizational Climate of teachers in secondary and higher secondary schools with reference to selected Variables. By applying this method the investigator did not consider too difficult and too easy items in the diagnostic tests.

**KEYWORDS :** Organizational Climate, School Teacher

### 1. INTRODUCTION

The school climate was a feeling of work practice towards visible characteristics of organization. It would have influence on determining the work practitioners' behavior and attitude. The school Climate was important to cause one's Job Satisfaction as well as affect working efficiency. Therefore, the Teachers' Work Satisfaction was an integral indicator leading to effectiveness in school. If the teachers were satisfied in work practice in school, that work practice would be easily successful

**Organizational Climate:** If the teachers have frustration grown higher than his innate potentialities he may have to face the frustration of failure, and in the event of undertaking inherent abilities, he may have to live with a sorry state of inferiority feeling surrounding him in his life. Both situations are painful. It is also found that teacher is reluctant to change his behavioural pattern towards a greater maturity because of the natural tendency of a living organism to feel secure in the existing state of affairs. Every teacher must have high self-esteem, self-respect, self-confidence, self-value, self acceptance, self-love and self-perception. This success and failure of a teacher all happened in an organizational climate which is school. Therefore Teachers required self-evaluation; it is a process in which teachers make judgments about the adequacy and effectiveness of their own knowledge, performance, beliefs or effects for the purpose of self-improvement in their organizational climate.

### 2. ORGANIZATIONAL CLIMATE

A social unit of people is structured and managed to meet a need or to pursue collective goals. All organizations have a management structure that determines relationships between the different activities and the members, and subdivides and assigns roles, responsibilities, and authority to carry out different tasks. Organizations are open systems--they affect and are affected by their environment.

Haney (1913) defined that the Organization is a harmonious adjustment of specialized parts for accomplishment of some common purpose or purposes". Organization is the adjustment of various activities for the attainment of common goals. Oliver Sheldon (1923) defined that the Organization is the process so combining the work which individuals or groups have to perform with the facilities necessary for its execution, that the duties so performed provide the best channels for the efficient, systematic, positive and coordinated

application of the available effort". Organization helps in efficient utilization of resources by dividing the duties of various persons. Theo Haimman (2011) defined that the "Organizing is the process of defining and grouping the activities of the enterprise and establishing authority relationships among them". Louis Allen (1958) defined that the Organization is the process of identifying and grouping work to be performed, defining and delegating responsibility and authority and establishing relationships for the purpose of enabling people to work most effectively together in accomplishing objectives." In the words of Allen, organization is an instrument for achieving organizational goals. The work of each and every person is defined and authority and responsibility is fixed for accomplishing the same.

Halpin (2017) defined that the Climate is to an organization what personality is to a person." Norris Haynes (2017) defined that the "Organizational Climate is the sum total of a dynamic interaction among the psycho social, academic and physical dimensions of the school environment." Miskel (2017) defined that the Organizational Climate is the result of inter personal behaviour, attitude, perceptions and values of the individuals who are working in the organization." Konopaske and Matteson (2007) defined that the Organizational climate (sometimes known as Corporate Climate) is the process of quantifying the "culture" of an organization, and it precedes the notion of organizational culture. It is a set of properties of the work environment, perceived directly or indirectly by the employees, that is assumed to be a major force in influencing employee behavior. Climate and culture are both important aspects of the overall context, environment or situation. Organizational Climate in Education continues its tradition of offering students of educational administration the most current thinking and the most in-depth exploration of organizational leadership as it relates to decision-making, organizational change, managing conflict, and motivating others (Owens and Valesky, 2010).

From the above all definitions, the researcher perceived his definition of organizational climate for the current study is: Teachers' inter personal behaviour, attitude, perceptions and values of the individuals who are working in the school. It is a set of characters of the work environment, perceived directly or indirectly by the teachers, that is assumed to be a major force in influencing teachers' behavior. Overall, organizational climate is the sum total of a dynamic interaction among the psycho social, academic and physical dimensions of the school environment.

### 3. NEED AND IMPORTANCE OF THE STUDY

In the words of John Adams, "The teacher is the maker of man". The teacher is the dynamic force of the school. A school without teacher is just like a body without a soul, a skeleton without flesh and blood. A teacher can play an important role in the progress of society. A teacher's place in society is of vital importance. The teacher acts as pivot for transmission of intellect, traditions and technical skills from generation to generation. A teacher plays his role towards society in two ways and inside the school preparing the future citizens: outside the school by assuming the role of a social worker and an agent of social change. However, his role, in a school is very significant. Today along with other professions like medicine, law and engineering, teaching is also considered as a profession, and said to be the noblest of all professions. Today along with other professions like medicine, law and engineering, teaching is also considered as a profession, and said to be the noblest of all professions. The aim of education is to impart good Knowledge, skills and values. The present day world is fully equipped with informatics, science, technologies, computer dominances and mechanical. For the explosion of knowledge the human beings are forced to work as mechanism dealing with materials. Hence a wider gap is maintaining among the human beings in the society between their life and their satisfaction. Education alone cannot make them to live with peace, harmonious and satisfactory in real life situations. Therefore the investigator has realized that the successful teachers mainly relying on their own organizational climate for effective discharge of teaching to make competent students. Hence the researcher has conceived a research problem for his investigation as: A Study on Organizational Climate for teachers in Schools with respect of Assured Demographic Variable.

### 4. STATEMENT OF THE PROBLEM

The present investigation has focusing the major roles of teachers such that Organizational Climate in schools. This independent variable are more essential to an effective teacher who is the architect of the students for nurturing with Knowledge, Skills and values in the preparation self sufficiency and national development. This variable are mostly important in the globalization process to a teacher become a competent teacher with main teaching competencies. Many of the researches have been witnessed this Organizational Climate is essential for a teacher in relation to certain dependent variables. Therefore, the present investigation is aiming to assess the Organizational Climate of teachers in secondary and higher secondary schools which leads to bring out the present status and scenario of the teachers.

### 5. OBJECTIVES OF THE STUDY

To find out the significant different between certain selected demographic variables of teachers such as Gender, Qualification, Subject, Designation, Type of School, Experience, Locality of the School, Residence, Marital Status and Spouse Work with Leadership Behavior, Organizational Climate and Morale of teachers in Secondary and Higher Secondary Schools of Sivagangai District.

### 6. HYPOTHESES OF THE STUDY

- There is no significant difference on Organizational Climate of teachers in Secondary and Higher Secondary Schools of Sivagangai District in respect of their Gender.
- There is no significant difference on Organizational Climate of teachers in Secondary and Higher Secondary Schools of Sivagangai District in respect of their Qualification.
- There is no significant difference on Organizational Climate of teachers in Secondary and Higher Secondary Schools of Sivagangai District in respect of their Subject.
- There is no significant difference on Organizational Climate of teachers in Secondary and Higher Secondary Schools of Sivagangai District in respect of their Designation.
- There is no significant difference on Organizational Climate of teachers in Secondary and Higher Secondary Schools of Sivagangai District in respect of their Type of School.
- There is no significant difference on Organizational Climate of teachers in Secondary and Higher Secondary Schools of Sivagangai District in respect of their Experience.
- There is no significant difference on Organizational Climate of teachers in Secondary and Higher Secondary Schools of Sivagangai District in respect of their Locality of the School.
- There is no significant difference on Organizational Climate of teachers in Secondary and Higher Secondary Schools of Sivagangai District in respect of their Residence.

- There is no significant difference on Organizational Climate of teachers in Secondary and Higher Secondary Schools of Sivagangai District in respect of their Marital Status.
- There is no significant difference on of teachers in Secondary and Higher Secondary Schools of Sivagangai District in respect of their Spouse Work.

### 7. METHODOLOGY, TOOL USED AND SAMPLES OF THE STUDY

Descriptive Survey Method was used for data collection in this study. Then the investigator had chosen 125 high and higher secondary schools out of 600 schools in Devakottai and Sivagangai educational districts of Sivagangai District. From the selected schools, the investigator has chosen 600 high and higher secondary school teachers. From each school, the available and willing teachers were chosen for data collection. Arithmetic mean, Standard Deviation (SD), test of significance and regression. Organizational Climate Descriptive Questionnaire (OCDQ) developed by Mohammed Abdullah (2017) has been used for the assessment of Organizational Climate of prospective teachers.

#### Organizational Climate Descriptive Questionnaire (OCDQ)

The foreign researchers Watkins (1977), Wright (1988), Vos (2013), Thiec (1995), Kottkamp (1987), Duff (2013), Alikhani, Zahra Lebadi (2014) and Lori Goldammer Amlaner (2015) and the Indian researchers Sharma (1973), Amit and Meenakshi (2011) and Babulal. (2012) have developed Organizational Climate Descriptive Questionnaire (OCDQ), taken in to account of above all works, the investigator gathered 84 items of Organizational Climate statements for teachers at initial stage. Organizational Climate Descriptive Questionnaire (OCDQ) statements are given with four point scale such as rarely occurs, sometimes occurs, often occurs and very frequently occurs with a score of 1, 2, 3 and 4 respectively. The negative statements of Organizational Climate Descriptive Questionnaire (OCDQ) are scored reversely. After gathering 84 items of Organizational Climate statements, the researcher has obtained field expert opinion about the statements which all the pooled statements revealed the relevancy of the Organizational Climate of the teachers. The field experts consist from the teacher educators, educationalist, psychologists, School administrates, Principals and teachers. Based on the suggestion and opinion given by the field experts about the pooled statements by the investigator, necessary omission and addition were made. And finally 77 items out of 84 items of Organizational Climate statements were taken in to Item Analysis for further validation of Organizational Climate Descriptive Questionnaire (OCDQ).

### 8. RELIABILITY AND VALIDITY OF THE TOOL USED IN THE STUDY

77 items with the weightage of 308 scores (77 items x 4 scores)) was given to the same 50 higher and high secondary teachers. From the responses obtained, 'r' is calculated by correlating the individual item score and the corresponding component score. The correlation coefficient at 5% level of significant is 0.42 to 0.90 (Best, 1989). Finally the item having 'r' value between 0.4 and 0.9 are selected. For further improvement and refinement the diagnostic test was administered again to the sample and 't' value was calculated at 0.05 level of significance. By applying this method the investigator did not consider too difficult and too easy items in the diagnostic tests. Finally 64 item statements of organizational climate out of 77 items were taken in to final format after item analysis.

Final format of the Organizational Climate Descriptive Questionnaire (OCDQ) was given to 30 high and higher secondary school teachers for establishing the reliability of the diagnostic test. The obtained data have been used to establish the reliability of the diagnostic test by using SPSS-22 package. The reliability of the Organizational Climate Descriptive Questionnaire (OCDQ) by using test re-test method was 0.653. The items are significant at 0.05 levels. The Carl Pearson Product Moment Correlation was applied with SPSS-22 Software and the above value is arrived. The reliability of the Organizational Climate Descriptive Questionnaire (OCDQ) by using split-half method was 0.640. The items are significant at 0.05 levels. The same formula was applied with SPSS -22 Software and the value was arrived. By using SPSS-22 Software package directly, the reliability of the Organizational Climate Descriptive Questionnaire (OCDQ) by using Kuder- Richerdson method was 0.587 was found. The reliabilities of the Organizational Climate Descriptive Questionnaire (OCDQ) using Test Re-Test, Split-Half method and Kuder-Richardson

method were positive and high (0.653, 0.640 and 0.587) indicating its reliability for the study.

## 9. VALIDITY OF ORGANIZATIONAL CLIMATE DESCRIPTIVE QUESTIONNAIRE (OCDQ)

The type of items in the Organizational Climate Descriptive Questionnaire (OCDQ), were validated by the panel of teacher educators, educationists, language experts, and teachers of high and higher secondary schools. Their suggestions have been taken into account to enhance the content and quality of the items. Therefore, it can be said that the Organizational Climate Descriptive Questionnaire developed by the investigator possesses Content Validity.

The investigator here assured that by the opinion of the panel of experts such as teacher educators, principals, administrators, educational policy makers and Psychologists who are familiar with the subject content, items for assessing Organizational Climate statements in the Organizational Climate Descriptive Questionnaire do possess Face Validity. The obtained Intrinsic Validity of the Organizational Climate Descriptive Questionnaire (OCDQ) is high and possesses intrinsic validity as follows; by using 'r'- test re-test method (0.808), 'r'- split-half method (r) (0.800) and 'r'- Kuder-Richardson method (r) (0.766). 'r' values Significant at 0.05 level. Therefore, the Organizational Climate Descriptive Questionnaire (OCDQ) does possess intrinsic validity in the present investigation.

## 10. FINDINGS OF THE STUDY

There is no significant difference on Organizational Climate of teachers in Secondary and Higher Secondary Schools with reference to qualification, subject designation, and type of school, locality and marital status. There is significant difference on Organizational Climate of teachers in Secondary and Higher Secondary Schools with reference to gender, experience, residence and spouse work. The women teachers (2.657) are better in Organizational Climate than their counter parts (2.498). Above 20 years of experienced teachers (2.73) are better than 10-20 years of experienced teachers (2.589) and below 10 years of experienced (2.550). Secondary and Higher Secondary Schools teachers who are residing in urban (2.661) is good than rural (2.539) and semi-unban (2.529) in Organizational Climate. The teachers of spouses those who are working as other employees (2.672) are better in Organizational Climate than spouses of working as teachers (2.516). The secondary and higher secondary teachers scored 2.58 out of 5 in organizational climate as overall as for as this study is concerned. The teachers fallen between rarely occurs (3.00) and sometimes occurs (2.00) scale. It indicates that almost secondary and higher secondary teachers are in rarely occurs (2.58) organizational climate in their schools. The Standard Deviation Score 1.086 indicated that secondary and higher secondary teachers varying highly in organizational climate and the Standard Deviation score almost nearing to the mean score 2.58. Around one third of the secondary and higher secondary teachers (29.10%) are having very frequently occurs organizational climate. Almost one fourth of the secondary and higher secondary teachers (24.25%) are having rarely occurs organizational climate. 23.85 % of the secondary and higher secondary teachers are having sometimes occurs organizational climate. 22.65 % of the secondary and higher secondary teachers are having often occurs organizational climate.

## 11. DISCUSSION ON FINDINGS-ORGANIZATIONAL CLIMATE

The Indian researchers Bhatnagar (1979), Sayanika (2013), Ranjan Bala (2015), Abhijit Guha (2016) found academic emphasis, low level of discipline, management of rewards, interpersonal relationships, control and supervision, orientation and motivation to work which is similar to the findings of the present investigation regarding organizational climate of teachers.

Halpin and Croft (1963) and Stern (1963), The National School Climate Center, New York (2008), Dimitri and Mieke (2012) in abroad found disengagement, hindrance, intimacy, aloofness, production thrust and consideration, safety, relationships, teaching and learning and institutional environment which was highly fit with the findings of the present study in organizational climate of the teachers. The findings of Anderson (1964) such as submissive, dependent, shy, withdrawn, conventional and unimaginative is not coincide with the current findings in organizational climate. Ranjan Bala (2015) and Abhijit Guha (2016) findings on significance differences on organizational climate regarding gender is suit with the current findings. Sodhi

(2010), Ernst (1965), Farber (1968), Say (1971) and Winter (1968) findings are mismatch. The finding of Naseema (1997) there is no significant difference on organizational climate regarding residence is against with current finding. Kumar (2013), Abhijit Guha (2016) and Abha Sharma (2016) findings are coinciding with the current finding. Sodhi (2010) found there is no significant difference on organizational climate regarding experience of the teachers, the same result as found in the current study on organizational climate. Mehrotra (2004), Sodhi (2010) and Kumar (2013) found similar results there is no significant difference on organizational climate regarding type of schools, but Abhijit Guha (2016) and Abha Sharma (2016) found different result. Sodhi (2010) and Kumar (2013) found locality is not significant on organizational climate which is the same result found in the current study. Ranjan Bala (2015) and Abha Sharma (2016) results regarding locality is not match with the current findings.

## 12. CONCLUSION

The present educational system in India and world is relaying all education systems which depending upon teachers for that structuring student as architects for globalization process. In this context Organizational Climate of teachers are vital and it is somehow good and also not adequate as for as this study is concerned. The teachers are even differing geographically, culture, beliefs and habits around the world, but the need and requirement and their competencies are unique. This study has systematically carried out and explored the factual that more importance should be given to teachers particularly for teacher education to nurture Organizational Climate of teachers which will contribute better teacher in to best teachers in the future.

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