

Organizational Climate and Teachers Morale in the Higher Secondary Schools of Namakkal District



EDUCATION

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ABSTRACT

To study aims to find out the organizational climate and teachers morale in the higher secondary schools of Namakkal district. A samples of 220 higher secondary school teachers selected randomly were studied. A questionnaire method of survey was used to find out the teacher Organizational Climate and Teachers Morale. People through out the world have shown considerable interest in studying organizational climate prevailing in Education Institutions. They have also identified different types of climates and studied the differential effects of these climates on different variables concerning the teachers, the learners or the teaching-learning situations. There is no doubt that a conducive atmosphere will place the institutions on the top of its reputation. Again this will help for building up the teacher morale. When the morale is high it helps for shaping the personality of the pupils which is the ultimate goal of education. It is therefore very important and interesting to study the relationship between school climate and morale of the teachers. The data were collected by using questionnaire as an instrument. Primary data were collected by conducting direct structured interview using questionnaire. All the respondents were asked the same questions in the same fashion and they were informed the purpose of study. Descriptive Statistics, ANOVA and t-test analysis was applied to test the hypotheses. The findings and observations are the result and outcome of the interpretations made during the study of analysis. This will create motivation to the teachers also encourage the management to achieve more in their good organizational climate

INTRODUCTION

Human interaction that takes place in the school, plays an important role in achieving the goals of education as the school is a web of interaction among people who live and work together. The interaction forms the basis for the prevailing climate of environment in an institution. An organizational climate is the force that shapes or reinforces the individual behaviour to constitute the environment as per Bloom. This holds good for any school or institution and its environment which shapes the personality of an individual.

The members of an organization have interlocking roles. If anyone is not in good relationship with others it seriously affects the human relations throughout the school, sometimes throughout the community. Because of the interlocking roles and the resultant typical chain reactions, the simple problem of school administration may eventuate into a complicated social problem.

A rural primary school, the police force, and a trade union are all organizations but they are not identical. Organization implies there is a common thread and one unifying concept in all these organizations. Distinguishes certain attributes which are common to all human organizations. (i) An organization always includes persons. (ii) These persons are involved with one another in some way – that is they are interaction, (iii) These interactions can always be ordered or organised by some sort of structure, (iv) Each person in the organization has personal objectives, some of which are the reasons for his actions and he expects that participation in the organization will help to achieve his objectives, and (v) These interactions can also help to achieve compatible joint objectives perhaps different from, but related to their personal objectives.

Climate is a newly emerging concept. Our educational system has been conditioned to hierarchical organization and bureaucratic decision making. Little attention has been paid to environment of schools. In 1960's the administrative potential of climate has been realized. But in India even now in many organizations this term in its socio-psychological significance is little known and understood.

The term organizational climate has been understood in many ways as "the feel", "the atmosphere", "the environment", "the zeal", "the conditions prevailing", "the tone of the institution" and the "personality of institution". Organizational climate can be explained as a relatively enduring quality of the internal en-

vironment of an organization which is experienced by its members influence their behaviour and can be described in terms of value of characteristics of the organization.

The role of morale was recognized in early times in military where four elements of battle efficiency were recognized and they are the number of men, arms, regimentation and morale. Of these four, Napoleon is said to have attached maximum weightage to morale in winning the battle.

With the industrial revolution and growth of large scale industrial organization, the role of morale has received its recognition as a strong driving force. Even though highly intangible and difficult to quantify, morale is more productive than workers and groups with low morale.

The word "morale" is one to which various meanings have been applied. Some of the observers have felt that morale means the zeal or enthusiasm with which an individual performs his work. Some others insist that morale as the willingness of a group to work towards a collective purpose. Most observers of organizational behaviour consider morale is something more than an individual state of mind. Hence morale is a group phenomenon.

The term morale has always proved somewhat elusive to define. It concerns the mental or emotional attitudes of teachers towards the components for their job. It takes into account, the atmosphere in which they work, and their individual orientation towards their task. It is essentially a reflection of how one feels about things related to work and is therefore a matter of subjective perception rather than objective fact.

Morale can be defined in various ways. "the individual's mood and spirit", "professional loyalty", "evident commitment", "zeal and zest for their activities", "attitude towards group values", "team effort" and "willingness to work together for a common end".

The word morale is a term which has been used in armies during war time. Now it has been applied to industries, education and other sectors too. The word morale is related to individual as well as to the group. Elton Mayo and his group conducted an experiment in late 1920's and found that morale was a psychological need of the people. They need to belong to a group. This belongingness motivates a person to work well, in a business or a school. The concept of morale has become recognized and de-

veloped latter with different notions and dimensions.

REVIEW OF LITERATURE

Studies Related to Organizational Climate

Rama Mohan Babu, V., and Venkita Rami Reddy, A., (2010) studied with the following objectives (i) To find out the organisational climate of residential and non-residential schools, (ii) To find out the perception of climate by male and female teachers of residential and non-residential schools.

The study was a 2 X 2 factorial design with two types of schools and two types of schools and to sexes. The sample of the study consisted of 400 teachers equally distributed based on type of schools and sexes. The sample was selected by multistage random sampling procedures from 40 secondary schools located in semi-urban areas of Rayalseema in Andhra Pradesh. They used OCDQ developed by Halpin and Croft tool for collection of data.

Their findings were (i) All types of climate existed in both residential and non-residential types of schools, (ii) There was no association between type of school and type of climate, (iii) There was no significant difference in climate found between men teacher of residential and non residential schools. The experienced teachers of residential schools were significantly greater in thrust than those working in non-residential schools, (iv) There was significant different between men and women teachers perception on climate in case of the residential schools but not in the non-residential schools.

The major objective of the study of Krishnan S. Santhana and Stephen. M. (2012) was to find out the organizational climate of schools. The sample of the study comprised 345 teachers of 24 higher secondary and high schools, which included boys, girls and co-educational schools of Tuticorin. The tool used was OCDQ of Sharma.

Their major findings were (i) Teachers working in schools with different qualifications significantly differed in their organizational climate, (ii) Teachers working in highly controlled climate school affected the organizational climate more than those working in the low controlled climate, (iii) Teachers working in different categories (boys, girls and co-education) of the schools were also significantly differed in their organizational climate scores.

Senthil Kumar, A. (2013) in his study aimed at (i) To study the gender differences of perception towards organizational climate and leadership behaviour, (ii) To study the differences between municipal school and panchayat union school headmasters perception towards organizational climate and leadership behaviour, (iii) To study the relationship between organizational climate and leadership behaviour of Headmaster. The sample included 25 Headmaster 50 men and 50 women teachers of municipal and panchayat union schools of Namakkal district. He used OCDQ of Halpin and Croft tool for Measuring organizational climate and developed a LBDQ for leadership behaviour.

His major findings included (i) There was no significant difference between men and women teachers in perception towards organizational climate if tough nature and consideration oriented. But they were different in their perception towards detachment and production inclination and (ii) There was a positive relationship between organizational climate and leadership behaviour of unformulated initiation in the subgroup of Panchayat union school headmasters.

Studies Related to Teacher Morale

Dilip, K. Patra (2010) in his study aimed to investigate the relationship between morale and teachers demographic variables. Sample of this included 200 teachers of Balasore district. The

investigator followed the method of simple random and stratified sampling technique in selecting the sampled schools and sampled teachers. Teacher morale inventory of Dekhtawala was used to collect the necessary information on teacher morale.

The major findings were as follows: (i) Aided school and Government school teachers had found high degree of morale than private school teachers, (ii) Urban and semi-urban school teachers had found higher degree of morale in comparison with that of rural school teachers.

Purusothaman, S. and Stella, (2011) in their study, the sample consisted of ten secondary schools located in Tamilnadu. Five of them innovative schools and five were non-innovative schools. In each school ten teachers were included as a sample at random. A four point Purdue Teacher Opinionnaire was used.

The major findings of the study throws light on the fact that the morale of teachers as a group is significant factor that has much to do with the successful and effective functioning of any institution in general and more so with that of rural school teachers.

Padmapriya J. (2012) studied the morale of women teachers working in primary schools of Dharmapuri District with the following objectives, (i) To study the morale of the primary school women teachers working in Dharmapuri district, (ii) To compare the morale of urban primary school women teachers with that of rural primary women teachers, (iii) To compare the Government primary school women teachers with that of private school women teachers, (iv) To compare the morale of married and unmarried primary school women teacher and (v) To compare the morale of primary school women teachers with that of primary school male teachers.

The stratified random sampling was used. The sample size consisted to 160 women teachers and 50 men teachers of Dharmapuri district. Anjani Mehta Teachers Morale opinionnaire was used for collecting data and the major findings included were (i) The rural and urban teachers working in primary schools differ in their morale, (ii) Government and private primary school women teachers do not differ in their morale, (iv) More experienced and less experienced women teachers of primary schools do not differ in their morale, (v) Male and female primary school teachers do not differ in their morale.

OBJECTIVES

The major objectives of the study are

- ❖ To study the organizational climate of Hr. Sec. Schools in Namakkal District.
- ❖ To study the nature of morale of the teachers of Hr. Sec. Schools in Namakkal District.
- ❖ To determine the levels of morale of teachers working under different school climates.
- ❖ To study the teacher morale in each type of organizational climate.

HYPOTHESES

The hypotheses formulated in the present study are:

- ❖ Hr. Sec. Schools in Namakkal District do not differ in their organizational climate.
- ❖ Schools of all climate types are not available in Namakkal district.
- ❖ The morale of the teachers of Namakkal District do not form

a normal distribution.

❖ There are no significant number of teachers in high average and low morale groups.

❖ The teacher morale does not differ from climate to climate.

METHODOLOGY

The methodology adopted for the study is explained in detail. The sampling technique, size of the sample, variables of the study, description of the tool used and administration of tool are elaborated.

Sample

It consists of 11 schools and 220 teachers in Namakkal district. The investigator has selected the schools and the teachers by random sampling method.

Data Collection

Primary data, required for the present research work were collected by conducting direct interviews using questionnaire. All the respondents were given sufficient information about the study. These respondents were provided with the same questionnaires. They were also informed that they have to answer in the same fashion.

TOOLS USED IN THE PRESENT STUDY

The investigator has used two different tools for the present study as research devices. They are Organizational Climate Description Questionnaire (OCDQ) developed by Halpin and Croft (1963) and Teacher Morale Opinionnaire (TMO) developed by Anjam Mehta (1977).

Description of the Tool

Organizational Climate Description Questionnaire

The organizational Climate Description questionnaire (OCDQ) was developed by Halpin and croft in the year, 1963. It was standardized with the sample of seventy on elementary schools chosen from six different region of United States taking 1151 teachers as the respondents. This tool has been by different investigators either in its original form or in its modified from.

The OCDQ is composed with sixty four Likert type items which teachers and principals use to describe to climate of their school. The sixty four items of the questionnaire are classified into eight sub-tests of which four refer to the characteristics of the teachers as a group and the other four refer to that of principals as a leader. The eight sub tests are

Characteristics of the group (Teacher's behaviour)

- (i) Disengagement
- (ii) Hindrance
- (iii) Esprit, and
- (iv) Intimacy

Characteristics of the leader (principals behaviour)

- (v) Aloofness
- (vi) Production Emphasis
- (vii) Thrust and
- (viii) Consideration.

The description eight dimensions, is already given in the second

chapter.

On the basis of these eight dimensions, the following, the following six types of organizational climates of schools have been identifies. They are

- (i) Open Climate
- (ii) Autonomous Climate
- (iii) Controlled Climate
- (iv) Familiar Climate
- (v) Paternal Climate
- (vi) Closed Climate

The respondents are asked to indicate to what extent each statement characterises his school over a five point scale viz. Never occurs, rarely occurs, sometimes occurs, often occurs and very often occurs. The OCDQ can be administrated individually as well as in groups. For the responses to the positive statements, the values are the assigned as 1, 2, 3, 4 and 5 respectively and for the negative statements the values are reversed.

The OCDQ consists of sixty four items. These items are distributes into eight sub-tests, which are called eight dimensions. By simple summation of items score on the sub tests, individual's score on eight dimensions are obtained. Raw scores can be obtained by dividing each sub tests scores by the number of items in it.

Teacher Morale Opinoinnare

The Teachers Morale Opinoinnare (TMO) constructed by Anjani Mehta (1977) is designed to private a measure of teachers morale. He named his measuring instrument as college. Teacher Morale Opinoinnare (The CTMO Baroda Version) . The tool is useful to any investigator who desires an objectives and practical index of teacher morale of particular school or school systems.

The opinoinnare consists of 77 items. the TMO has identified the eight dimensions. They are (i) Teacher welfare (ii) security (iii) Conditions of work 9iv) Interpersonal relations. (v) Job satisfaction (iv)Administration (vii)Need satisfaction, and (viii) Cohesion. These are already explained in second chapter. The dimensions scores are computed following the corresponding items mentioned in the manual.

The respondents are asked to indicate to what extent each statement denote the characteristics of their school over a four point scale Viz. Agree, Probably Agree, Probably Disagree, and Disagree. The TMO can be administered individually as well as in groups. for the response to the positive statement, the values are assigned 4, 3, 2 & 1 respectively and for the negative statement the values are reversed.

ANALYSIS AND INTERPRETATION

Organisational Climate and Background Variables

The organizational climates of schools in general has been analysed in terms of the background variables namely, sex, martial status, type of school, place and teaching experience. The first three variables are classified into two categories and remaining two are classified into more than two categories.

Table 1
Organizational Climate and Background Variables

Variable	S	u	b	N	Mean	SD	M.d.	t-value	S i g Level
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Sex	Male	155	23.34	3.13	0.45	1.15	NS
	Female	65	23.79	2.39			
Marital status	Married	147	23.56	3.07	0.26	0.66	NS
	Unmarried	73	23.30	2.67			
Place	Rural	101	22.83	2.67	0.80	3.11	0.01
	Urban	119	24.03	3.04			

The t-values of mean differences in the climate with reference to the first set of three variables are computed to be 1.15, 0.66 and 3.11. Among these one variable there exists a significant mean difference in the climate of their schools where the teachers such a rural and urban for the corresponding t-value 3.11 is found to be significant at 0.01 level, while sex and marital status do not cause any significant difference in the organizational climate as the respective t-values are not significant at 0.05 level.

Table 2
Organizational Climates and Background Variables (ONE-WAY ANOVA)

Sl. No.	Background variable	Source of variation	df	Sum of Squares	Mean Squares	F-value	Sig Level.
1.	Type of School	Between Groups	2	24.086	12.043	1.40	NS
		Within Groups	217	1863.218	8.586		
		Total	219	1887.304			
2.	Teaching Experience	Between Groups	2	10.633	5.317	0.62	NS
		Within Groups	217	1876.671	8.648		
		Total	219	1887.304			

Type of school and teaching experience from the schools they work are all found to cause in significant mean difference over the categorisation of each variables. The mean differences are all found to be significant for their F-values 1.40 and 0.62 respectively which are not significant at 0.05 level for the corresponding organizational climate.

Teachers Morale and Background Variables

The mean difference male and female teachers, married and unmarried teachers are found 0.22 and 0.16 respectively. All of them are insignificant for their respective 't' values 0.48 and 0.35 are found to be insignificant at 0.05 level. But only teacher working in rural and urban areas significant for their respective 't' value 3.27 is found to be significant at 0.01 level. Accepting the respective null hypothesis with 95 per cent confidence, it is concluded that male and female teachers, married and unmarried teachers do not differ significantly in their morale.

Table 3
Teacher Morale and Background Variables

Variable	Sub variable	N	Mean	SD	M.d.	t-value	Sig Level
Sex	Male	155	25.15	2.94	0.22	0.48	NS
	Female	65	24.93	3.20			
Marital status	Married	147	25.03	2.92	0.16	0.35	NS
	Unmarried	73	25.19	3.22			
Place	Rural	101	24.38	2.81	1.30	3.27	0.01
	Urban	119	25.68	3.07			

The mean difference of the morale of teachers working in districts in terms of their type of school and teaching experience have been found to be insignificant for the 'F' values namely 2.95 and 0.91 are found not to each the required table values at 0.05 for respective. Hence, retaining the respective null hypotheses, with 95 per cent confidence it is concluded that the teachers based on type of school and teaching experience do not cause any significant differences in their morale.

Table 4
Teacher Morale and Background Variables (ONE WAY ANOVA)

Sl. No.	Background variable	Source of variation	df	Sum of Squares	Mean Squares	F-value	Sig Level.
1.	Type of School	Between Groups	2	52.991	26.496	2.95	NS
		Within Groups	217	1939.947	8.940		
		Total	219	1992.938			
2.	Teaching Experience	Between Groups	2	16.552	8.276	0.91	NS
		Within Groups	217	1976.386	9.108		
		Total	219	1992.938			

Teachers Morale and Different School Climates

The teacher morale scores have been distributed climate wise. To test the null hypothesis that the teachers of district working in different types of organizational climate, do not differ significantly in the morale, the investigator has used the One way techniques of ANOVA.

Table 5
Analysis of Teacher Morale in Different Organisational Climate of Schools (ONEWAY ANOVA)

Source of variation	df	Sum of Squares	Mean Squares	F-value	Sig Level.
Between Groups	2	1166.45	417.41	7.44	0.00
Within Groups	217	1974.66	241.64		
Total	219	2124.14			

The computed F-value 7.44 for df (3,218) is found to be significant at 0.00 level. Consequently, rejecting the null hypothesis, it is concluded that the teachers working in district in different types of organizational climate do differ significantly in their morale.

Relation Between Different Levels of Teachers Morale and Types of Climate

Based on the mean and standard of the distribution of teacher morale, three levels of teacher morale is determined as below 14, 14 to 25 and above 25. These levels are considered as low morale, average morale and high morale respectively.

The relation between the teacher morale and the types of climate is analysed in terms of teachers of different organisational climate, and their scores on morale. The teachers are distributed in a 3x6 contingency table and the relationship between three levels of teacher morale and six types of organisational climate is determined by chi-square test. The computed chi-square value 10.44 is found to be significant at 0.00 level for df 10. Consequently, rejecting the null hypothesis it is concluded that the levels of teachers morale and types of school climate are related significantly.

Table 6
Relation between the Levels of Teacher Morale and Types of Climate

Climate / Levels of Teacher Morale	Open	Autonomous	Familiar	Controlled	Paternal	Closed	Total
High Morale							
5	8	5	12	11	9	50	
Average Morale	30	18	17	24	26	25	140
Low Morale	10	4	3	4	4	5	30
Total	45	30	25	40	41	39	220

Dimensions of Teachers Morale and Types of School Climate

There are eight dimensions in teacher morale and six type of climates. It is decided to find out how the influence of the dimensions of teacher morale differs from climate to climate, hence the investigator tested a set of hypotheses stated that the different dimensions of teacher morale taken individually do not influence in the same manner in all the eleven type of school climate.

It is found the five dimensions of teacher morale namely security, interpersonal relations, administration, need satisfaction and cohesion are all found to have differential effects on different types of school climate for the corresponding F-values 7.75, 10.92, 9.00, 24.99, 21.54, 21.48, 12.64 and 16.53 are all found to be significant at 0.01 level for their respective dfs.

In addition to the above five dimensions another dimension namely job satisfaction is also found to have differential effect on different school climate but a 0.05 level for the concerned dfs. Rejecting respective null hypotheses it is concluded with 95 per cent of confidence, that the dimensions of teacher morale namely security, interpersonal relations, administration, need satisfaction, cohesion and job satisfaction are all found to have significant effect on different types of climate.

Table 7
Dimensions of Teacher Morale and Types of Climate (ONE-WAY ANOVA)

Sl. No.	Background variable	Source of variation	df	Sum of Squares	Mean Squares	F-value	Significance Level.
1.	Teaching Welfare	Between Groups	21	899.018	42.810	7.75	0.00
		Within Groups	198	1093.921	5.525		
		Total	219	1992.938			
2.	Security	Between Groups	17	954.485	56.146	10.92	0.00
		Within Groups	202	1038.453	5.141		
		Total	219	1992.938			
3.	Conditions of Work	Between Groups	31	1191.106	38.423	9.00	0.00
		Within Groups	188	801.833	4.265		
		Total	219	1992.938			
4.	Interpersonal relations	Between Groups	21	1447.058	69.908	24.99	0.00
		Within Groups	198	545.880	2.757		
		Total	219	1992.938			
5.	Job satisfaction	Between Groups	17	1284.509	75.559	21.55	0.00
		Within Groups	202	708.430	3.507		
		Total	219	1992.938			
6.	Administration	Between Groups	29	1527.057	52.657	21.48	0.00
		Within Groups	190	465.881	2.452		
		Total	219	1992.938			

7.	Need Satisfaction	Between Groups	16	1011.421	61.661	12.64	0.00
		Within Groups	203	981.517	3.451		
		Total	219	1992.938			
8.	Cohesion	Between Groups	15	1093.524	72.902	16.53	0.00
		Within Groups	204	899.414	4.409		
		Total	219	1992.938			

DISCUSSION

The present study aimed at finding out the organizational climate of Hr. Sec. School is and teacher morale in Namakkal District. The study also focused to identify the influence of demographic variables on organizational climate and teacher morale.

The researcher framed objectives and hypotheses. Questionnaires were used to know the organizational climate and morale. The survey shows that differ in their climate and morale on the basis of demographic characters school teachers. This will create motivation to the teachers also encourage the management to achieve more in their good organizational climate.

CONCLUSION

The present study aimed to identify the influence of organisational climate of higher secondary school teachers' morale in Namakkal District. The researcher selected 220 teachers randomly in 11 Higher Secondary schools at various places in Namakkal district. To test the objectives and hypotheses have been framed by the researcher. Survey method is adopted to conduct the research. The research tools used here are all standardized. Using this method necessary data were collected and coded. After collecting the data, they were treated statistically to test the hypotheses. Standard statistical tools such as ANOVA, t-test were used. The results concluded that there exists no relationship between organisational climate and teachers morale. Further the result also concluded that the organisational climate and teacher morale do not differ on the basis of type of school, management, experience of the teachers and locality of the school.

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