

A COMPARATIVE STUDY OF ORGANIZATIONAL CLIMATE OF HIGHER SECONDARY SCHOOL TEACHERS IN KERALA

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ABSTRACT

This survey study was conducted with the objective of finding out the organizational climate of Higher secondary school teachers in Kerala with respect to their gender, type of school, locality and mode of appointment. The study was conducted in Malappuram, Palghat, Thrissur and Ernakulam Districts. For the purpose of data collection OCDQ developed by Halpin and Croft (1963) was used. The study revealed that paternal type of organizational climate was in prominence with one third of the total schools coming in this category. It was also concluded that the organizational climate of Higher secondary school teachers in Kerala is not influenced by their respective gender and locality but it is influenced by the mode of appointment of teachers and type of school.

INTRODUCTION

Organizational climate is the force that shapes or reinforces the individual behaviour to constitute the environment as per Bloom M.L (1956). This holds good for any school or institution and its environment which shapes the personality of an individual. The environment provides a network of forces and factors which engulf and play on the individual of any institution. As such educationists are of the opinion that practices in any educational institution should always place emphasis on creating a good environment in the school that leads to establish conducive conditions which enable teachers and consequently their wards to develop their potentials.

Human interaction that takes place in an organization plays an important role in achieving its goals. The school is a system where interaction between its members plays a significant role in creating the environment of the institution. It is a well established fact by now that environment is a powerful determinant of organization of employees. The lack of proper school organizational environment with teachers having low morale, academic motivation and attitude affects the whole system of the teaching learning process. The organizational climate of a school is to be studied systematically to evaluate a suitable

strategy to be adopted for its effective functioning. This will enable any organization to grow and move in the right direction.

OBJECTIVES

- The main objectives of the study are
1. To find out the organizational climate of Higher secondary school teachers in Kerala.
 2. To find out whether there is any significant difference in the organizational climate of male and female Higher secondary school teachers.
 3. To find out whether there is any significant difference in the organizational climate of government and private Higher secondary school teachers.
 4. To find out whether there is any significant difference in the organizational climate of rural and urban Higher secondary school teachers.
 5. To find out whether there is any significant difference in the organizational climate of temporary and permanent Higher secondary school teachers.

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METHODOLOGY

Sample

The study was carried out on a representative sample of 1000 Higher secondary school teachers from Malappuram, Palghat, Thrissur and Ernakulam districts in Kerala state. The subjects were selected from 140 Higher secondary schools using the simple random technique. The method adopted for the present study is the survey method.

Tool

The data was collected using OCDQ (Organizational Climate Descriptive Questionnaire) developed by Halpin and Croft (1963). It is of Likert type having 64 statements which teachers and principals use to describe the climate of their school. The 64 items of the tool are classified into 8 sub-tests of which 4 refer to the characteristics of the teachers as a group (disengagement, hindrance, esprit and intimacy) and the other 4 refer to that of principals as a leader (aloofness, production emphasis, thrust and consideration). On the basis of these eight dimensions the following six types of organizational climate of schools have been identified. They are - open climate, autonomous climate, controlled climate, familiar climate, paternal climate and closed climate.

ANALYSIS AND DISCUSSION

The data were subjected to statistical treatment leading to the findings which may satisfy the requirements of the objectives of the study. The teacher perception of the climate prevailing in the school is reduced to a single score over the eight dimensions. These scores are normalized once dimension wise and again school wise. Thus the scores become doubly normalized for a particular school. This constitutes a profile of the school. These scores are compared with the profile scores standardized by Halpin and Croft. Based on the comparison, the least value indicates the climate of the school. Likewise the prevailing climates were determined for all the schools in the sample. The distribution of the schools according to type of climates is given in table - 1.

TABLE - 1
DISTRIBUTION
OF SCHOOLS INTO
DIFFERENT CLIMATES

Sl. No	Type of climate	No of schools	Percentage of schools
1	Open	24	17
2	Autonomous	18	13
3	Familiar	14	10
4	Controlled	32	23
5	Paternal	40	28.5
6	Closed	12	8.5
	Total	140	100

Paternal type of organizational climate was found in 40 schools out of the 120 schools selected for the study. Paternal type constitutes one third of the total schools and was found to be the prominent school type. Closed type was found only in 12 schools and became the least found school type comprising only one tenth of the total figure.

The organizational climate of schools in general has been analysed in terms of the gender of the teacher. Mean and standard deviation of the scores of the entire sample and the sub sample of male and female teachers were found out in each climate type and the significance of the difference between the mean scores of sub samples was found out. Table 2 indicates the results of this analysis.

TABLE - 2
GENDER AND ORGANIZATIONAL
CLIMATE

Type of Organizational climate	Sub sample	N	Mean	S.D.	Calculated 't' value	Sig. at 0.05 level
Open	Male	58	182.11	22.27	0.98	NS
	Female	142	185.58	23.96		
Autonomous	Male	54	182.03	21.18	1.61	NS
	Female	114	176.44	20.24		
Familiar	Male	37	181.27	25.10	0.34	NS
	Female	64	182.96	21.64		
Controlled	Male	67	178.24	26.00	0.60	NS
	Female	138	176.01	22.91		
Paternal	Male	72	179.79	41.94	3.67	S
	Female	155	159.99	27.12		
Closed	Male	38	17.62	24.25	0.29	NS
	Female	61	173.13	26.74		
Entire Sample	Male	326	181.48	28.80	1.83	NS
	Female	674	178.63	24.80		

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Table 2 shows that in the perception of teachers about their school climate with regard to open, autonomous, familiar, controlled and closed climates based on gender, there exists no significant mean difference in their perceptions, for the corresponding t-values are not found to be significant at 0.05 level. Hence it is concluded that in open, autonomous, familiar, controlled and closed organizational climates there is no significant difference between male and female teachers in their perception about their school climate.

Table 2 also indicates that there is a significant difference between male and female teachers in their perception about their school climate in schools with paternal type organizational climate as the 't' value is found to be significant at 0.05 level of significance.

To study whether type of school influences the organizational climate, t-tests were done after finding out the mean and standard deviation of the scores of the entire sample in each climate type. Table 3 indicates the results of this analysis.

TABLE - 3
TYPE OF SCHOOL AND ORGANIZATIONAL CLIMATE

Type of Organizational climate	Sub sample	N	Mean	S.D.	Calculated 't' value	Sig. at 0.05 level
Open	Govt.	126	186.78	23.22	4.33	S
	Private	74	171.62	24.25		
Autonomous	Govt.	98	178.11	21.11	1.53	NS
	Private	70	172.23	26.14		
Familiar	Govt.	56	185.44	28.16	1.16	NS
	Private	45	179.66	22.18		
Controlled	Govt.	43	176.15	26.16	1.09	NS
	Private	139	171.11	31.14		
Paternal	Govt.	70	181.26	29.16	2.4	S
	Private	180	170.87	34.42		
Closed	Govt.	32	164.34	23.22	5.85	S
	Private	67	178.45	34.16		
Entire sample	Govt.	425	178.68	25.34	2.86	S
	Private	575	173.99	26.02		

Table 3 shows that there is significant difference between the organizational climates of government and private school teachers as

regards the entire sample and in the open, paternal and closed climates as t-values are significant.

At the same time there is no significant difference among the organizational climates of Government and Private School teachers regards to autonomous, familiar and controlled climates as the t-values are not significant.

Organizational climate based on locality was compared by using test of significant difference between means. The obtained t-values are given in Table - 4.

TABLE - 4
LOCALITY AND ORGANIZATIONAL CLIMATE

Type of Organizational climate	Sub sample	N	Mean	S.D.	Calculated 't' value
Open	Rural	124	178.42	23.96	1.88
	Urban	76	172.34	21.18	
Autonomous	Rural	106	181.24	25.10	0.77
	Urban	62	178.32	22.91	
Familiar	Rural	59	168.48	34.46	0.19
	Urban	42	167.32	24.25	
Controlled	Rural	115	178.48	26.74	1.56
	Urban	90	172.36	28.80	
Paternal	Rural	107	169.81	24.8	1.05
	Urban	120	166.32	25.16	
Closed	Rural	40	176.87	36.18	0.71
	Urban	59	172.34	22.14	
Entire sample	Rural	551	173.55	28.54	1.23
	Urban	449	171.5	24.07	

It can be seen from table - 4 that t-values are not significant in all the climates and for the entire sample with regard to rural and urban teachers and it shows that locality of the school does not significantly influence the perception of organizational climate of Higher Secondary School teachers.

To study whether the mode of appointment of teachers influences their organizational climate, t-values were calculated. The obtained t-values are given in table - 5.

Refer Table 5 in the next page

From the table 5, it is clear that there is significant difference between the organizational climates of permanent and temporary teachers as regards the entire sample and in the

autonomous and controlled climates as t-values are significant.

TABLE - 5
MODE OF APPOINTMENT AND ORGANIZATIONAL CLIMATE

Type of Organizational climate	Sub sample	N	Mean	S.D.	Calculated 't' value	Sig. at 0.05 level
Open	Permanent	160	178.42	25.10	2.35	S
	Temporary	40	169.12	21.64		
Autonomous	Permanent	128	182.41	26.00	2.62	S
	Temporary	40	171.16	22.91		
Familiar	Permanent	79	184.27	28.14	1.83	NS
	Temporary	22	174.18	21.12		
Controlled	Permanent	145	176.36	24.28	3.06	S
	Temporary	60	164.16	26.74		
Paternal	Permanent	146	172.14	28.16	1.09	NS
	Temporary	81	168.24	24.41		
Closed	Permanent	36	179.18	32.18	1.74	NS
	Temporary	63	174.14	26.15		
Entire sample	Permanent	694	177.46	27.31	2.12	S
	Temporary	306	171.83	23.83		

From the table, it is clear that there is significant difference between the organizational climates of permanent and temporary teachers as regards the entire sample and in the open, autonomous and controlled climates as t-values are significant. The t-values are not significant in familiar, paternal and closed climates which shows there is no significant difference among the organizational climates of teachers in these three types of school climates.

FINDINGS

The major conclusions derived from the study are:

1. There are 24, 18, 14, 32, 40 and 12 schools in the open autonomous, controlled, familiar, paternal and closed climates. Paternal climate is prevalent in one third of the schools and closed climate is the least found, only in 12 schools.

Gender difference is schools with paternal climate is found to be significant whereas there is no gender difference in the perception of teachers about the climate of their schools in schools with open, autonomous, controlled, familiar and closed climates as per the significance of the t-values.

2. There is no significant difference in the

perception of teachers of the prevailing climate in their schools with regard to gender and locality as the t-values corresponding to their mean difference on organizational climate are found not to be significant at 0.05 level.

With regard to the type of school there is significant difference in schools with open, paternal and closed organizational climates.

There is significant difference between temporary and permanent teachers in schools with open, autonomous and controlled climates.

3. With regard to type of school and mode of appointment there is significant difference in the perception of Higher Secondary School teachers about the organizational climate prevailing in their schools.

SUGGESTIONS

Conducive organizational climate in schools will lead to good spirit and intimacy and consequently to quality output. As such, the administration of school education should take care of genuine welfare measures of teachers to fulfill the goals of education. Teacher welfare measures will also help for healthy interpersonal relationship which will automatically take care of cohesion and conditions of work. Hence a deliberate attempt may be done to unveil such measures.

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*Try not to be a man of success but rather
Try to be a man of values
- Albert Einstein*