

A Study of School Organisational Climate Among School Teachers

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Organizational climate leaves its influence on the working of the organization itself as well as determines the success of the occupant. Some people experience feelings of uncertainty upon going a new environment, and there is good reason to believe that the failure of any person to adjust to new environment is due to the fact that they do not know the nature of the climate, they are getting into. The present study was undertaken to study the School Organizational Climate of primary, middle, high and higher secondary teachers who were working in state Government, public/missionary, army and Navavidayalas of Kashmir Valley. For measuring the School Organizational Climate by Dr. Motilal sharma..was used. The sample of the study consisted of 720 teachers randomly selected from the schools of eight districts of whole Valley. The data was analyzed through mean, S.D, t-test and three way ANOVA. The findings of the study revealed that Age, Qualification and Marital status affects the School Organizational Climate of teachers, but Experience does not affects the School Organizational Climate of teachers.

A teacher has to play a variety of roles during the course of his/her career he may act as instructor, motivator, guide and counselor. These functions are discharged by creating a conducive, creative, inspiring, purposeful and favorable classroom environment which may be broadly classified under two categories i.e; physical and emotional. Physical environment is the frame work of learning. It depends on the teachers resource power, and their personal power. The nature of the environment may contribute towards the attainment of success in the teaching and learning process and in developing the human relationships.

Organizational climate leaves its influence on the working of the organization itself as well as determines the success of the occupant. Some people experience feelings of uncertainty upon going a new environment, and there is good reason to believe that the failure of any person to adjust to new environment is due to the fact that they do not know the nature of the climate, they are getting into. On the other hand, many people who find success in their occupation attribute it, in a great part, to any early discovery of what the new environment consist of.

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In an interdisciplinary analysis of organizations, how they grow, and how they exert their influence upon individuals who work in the same job. Presthus speaks of three general types of personalities in the average bureaucratic structure. Found at or more near the top of the organization pyramid are the “upward mobiles” who react positively to the large bureaucratic situation and succeed in it. The uncommitted majority in the organization are the “indifferent” who see their jobs as mere instruments to obtain off-work satisfactions. They where in a small, perpetually disturbed minority composed of person who can neither renounce their claims for status and power not play the discipline droll to get them. The author states that these types are oversimplified and idealized but useful in better understanding of the organizations and people.

While one may not wish to rigidly place in pigeonholes, their behaviours do differ in pointing in directions that can lead to the assumption that the large organization provides a more sympathetic workplace for the upward Mobile (who is less critical of some of those values that lead to success) than for the type of person who wishes to escape through indifference or the person who wishes to contest the status quo.

Many researchers say that both upward mobility and indifference are functions of class and education as well as personality and that attitudes towards pyramid climbing are complex and contradictory.

Organizational climate for the present investigation in the study mean the school climate in which the selected female teachers of primary, middle, high/higher secondary schools of Government, public/missionary, army and Navovidayalas of Kashmir valley.

Objectives of the Study

1. To study significance of differences in organizational climate among female teachers belonging to different levels of age (A) levels of school (B) and type of school (C) individually and jointly in different combinations.
2. To study significance of differences in organizational climate among female teachers belonging to different levels of qualification (A) levels of school (B) and type of school (C) individually and jointly in different combinations.
3. To study significance of differences in organizational climate among female teachers belonging to different levels of experience (A) levels of school (B) and type of school (C) individually and jointly in different combinations.
4. To study significance of differences in organizational climate among female teachers belonging to different levels of marital status (A) levels of school (B) and type of school (C) individually and jointly in different combinations.

Hypotheses of the Study

1. There will no significance of differences in organizational climate among

- female teachers belonging to different levels of age (A) levels of school (B) and type of school (C) individually and jointly in different combinations.
2. There will no significance of differences in organizational climate among female teachers belonging to different levels of qualification (A) levels of school (B) and type of school (C) individually and jointly in different combinations.
 3. There will no significance of differences in organizational climate among female teachers belonging to different levels of experience (A) levels of school (B) and type of school (C) individually and jointly in different combinations.
 4. There will no significance of differences in organizational climate among female teachers belonging to different levels of marital status (A) levels of school (B) and type of school (C) individually and jointly in different combinations.

Method and Procedure

First of all list of institutions of primary, middle, high/higher secondary schools were prepared. The stratification was done on the basis of type of schools existing at different levels of education in the valley. All schools falling in the category were considered as a population and the stratification was done across the different districts. The total list indicated that the number of all types of schools at all levels of education were very few in some categories so it was decided to select 60 schools of each category.

Tool used

School organizational climate description questionnaire.

By- Dr. Motilal sharma.

Statistical Analysis of Data

After the data was collected by administering occupational stress inventory to each category three way analysis of variance ($2 \times 3 \times 4$) is used.

The mean differences in organizational climate with reference to different levels of age, levels of school and type of schools in $2 \times 3 \times 4$ factorial design are shown in the table:

Source of Variance	SS	Df	MS	F
Variable A	291.41	1.00	291.41	32.20 *
Variable B	130.53	2.00	65.27	7.21 *
Variable C	141.14	3.00	47.05	5.20 *
AxB	5.76	2.00	1.92	0.21 **
AxC	19.12	3.00	9.56	1.06 **
BxC	120.45	6.00	120.45	13.31 *
AxBxC	48.99	6.00	8.17	0.90 *
Within	1954.63	216.00	9.05	

The mean differences in organizational climate with reference to different levels of qualification, levels of school and type of schools in 2x3x4 factorial design are shown in the table:

Source of Variance	SS	Df	MS	F
Variable A	57.51	1.00	57.51	9.53 *
Variable B	47.89	2.00	23.95	3.97 *
Variable C	77.60	3.00	25.87	4.29 *
AxB	1.45	2.00	0.48	0.08 **
AxC	13.87	3.00	6.93	1.15 **
BxC	44.21	6.00	44.21	7.33 *
AxBxC	3.95	6.00	0.66	0.11 **
Within	1303.46	216.00	6.03	

The mean differences in organizational climate with reference to different levels of experience, levels of school and type of schools in 2x3x4 factorial design are shown in the table:

Source of Variance	SS	Df	MS	F
Variable A	1.27	1.00	1.27	0.14 **
Variable B	102.82	2.00	51.41	5.47 *
Variable C	132.00	3.00	44.00	4.68 *
AxB	30.16	2.00	10.05	1.07 **
AxC	0.83	3.00	0.42	0.04 **
BxC	82.68	6.00	82.68	8.80 *
AxBxC	17.75	6.00	2.96	0.31 **
Within	2029.23	216.00	9.39	

The mean differences in organizational climate with reference to different levels of marital status, levels of school and type of schools in 2x3x4 factorial design are shown in the table:

Source of Variance	SS	Df	MS	F
Variable A	277.09	1.00	277.09	38.30 *
Variable B	24.30	2.00	12.15	1.68 **
Variable C	10.66	3.00	3.55	0.49 **
AxB	16.86	2.00	5.62	0.78 **
AxC	35.01	3.00	17.51	2.42 *
BxC	25.05	6.00	25.05	3.46 *
AxBxC	11.20	6.00	1.87	0.26 **
Within	1562.70	216.00	7.23	

Conclusions

1. Age, level and type of school affects the organizational climate of teachers. Organizational climate with level and with type of school does not affect the organizational climate of teachers, where as level of school and type of school affect organizational climate of teachers., When age, level and type interact with each other it is found that they affect organizational climate among female teachers.
2. Qualification, level and type of school affects the organizational climate of teachers. Qualification and level and type of school does affects the organizational climate. where as level and type of school affect the organizational climate. When qualification, level and type interact with each other it is found that they does not affect organizational climate among female teachers.

3. Experience does not affects the organizational climate of female teachers, and level and type of school affect occupational stress, but occupational stress with level of school and with type of school does not affect occupational stress of teachers, but level with type of school affect occupational stress. When experience, level and type interact with each other it is found that they does not affect occupational stress among female teachers.
4. Marital status affects the organizational climate of teachers, level and type of school does not affect it. Marital status with level of schools does not affect organizational climate but Marital status with type of schools affects the organizational climate as well as level with type of schools affect organizational climate. When marital status, level and type interact with each other it is found that they does not affect organizational climate among female teachers.

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