



Organizational Climate of Government Secondary School as Perceived by Teachers

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ABSTRACT

The present research studied the Organizational Climate of Government Secondary Schools as perceived by Female and Male teachers. The sample of the study was taken from fourteen secondary schools in the Rudraprayag District of Uttarakhand. A descriptive Method design was employed to conduct the study. The organizational climate was assessed by the Organizational Climate Descriptive Questionnaire (OCDQ) developed by Dr M.L. Sharma. The questionnaire included dimensions: Disengagement, Alienation, Espirit, Intimacy, Psycho-Physical Hindrance, Controls, Production Emphasis, and Humanized Thrust. In order to compare the Organizational Climate of schools as perceived by female and male teachers, null hypotheses were framed and tested for each dimension of the Organizational Climate. The data was collected and analyzed. The findings of the study reflected no significant difference in the perception of organizational school climate between female and male teachers. Both genders have the same perception about the environment they are facing in the schools.

Keywords: Organizational Climate, Government Secondary School, Secondary School Teachers.

Introduction

The school environment affects each and every person who is connected with schools. Students, teaching staff, non-teaching staff, school administrators, and parents are all part of the school and are affected by the school's organizational climate. A positive and motivating environment is helpful for students to perform well in every aspect. Similarly, teachers also provide their best if the school environment is good. A good school environment is reflected when both teachers and students feel motivated and inspired to achieve their goals. School organizational climates have eight dimensions as per the tools used in the study. These eight dimensions are Disengagement, Alienation, Espirit, Intimacy, Psycho-Physical Hindrance, Controls, Production Emphasis, and Humanized Thrust.

Review of Related Literature

Gupta (2017) conducted a comparative Study of Attitude of Secondary School Teachers of Science and Arts Streams towards Nurturing Creativity in Relation to Rural Urban Location Gender Differences and School Climate. The findings of the study revealed that the school climate emerges as a significant predictor and explains around 20% of the variance in attitude toward nurturing the creativity of secondary school teachers.

Vejian et al. (2016) conceptually studied school creative climate and factors that influence fostering creativity in school. The study emphasized the role of the school environment in fostering a creative school environment. The study reported a climate of creativity which is indicated by challenge, freedom, idea support, debates, risk-taking, trust and openness, idea time and playfulness, and humor. School creative climate is pertinently significant in supporting a creative teaching and learning process. Increasing the teacher's creativity is merely important for both teachers themselves and the school organization as well. A creative school climate would cultivate creative work and behavior among the school organization members. It could also enhance teachers' and students' working performance leading toward achieving the schools' objectives. In raising the creativity level among members of an organization, social dimensions of school climate are to be given extensive attention and consideration. School is a very important basement for creativity to be nurtured and further developed with good stimulation and support from a conducive and good organizational climate. Through education, creativity can be nurtured and further enhanced. Creativity is seen as an influential and important factor in school to further develop creativity, especially in the school's management as well as in the classroom teaching and learning process. As an important social factor, a school's creative climate can influence the teachers' motivation, attitudes, behaviors, and beliefs toward their daily work routine. Therefore, this conceptual paper focussed on the discussion about the concept of school climate and school creative climate.

Joshi (2011) tried to investigate the effect of institutional climate on study habits, creativity, and achievement of secondary school students. The institutional climate was measured by the School Environment Inventory (SEI) Developed by Dr. K. S. Mishra and the creativity of students was measured

by the Test of Creativity by Dr. B.K. Passi. The SEI contained 70 items related to six dimensions of the school environment—I. creative stimulation, II. cognitive encouragement, III. acceptance, IV. permissiveness, V. rejection, and VI. control. It was meant for High school and Intermediate students. The Passi Test of Creativity (PTC) included six subtests namely—I. the seeing problems test, II. the unusual tests, III. The consequences test, IV. the test of inquisitiveness, V. the square puzzle test, and VI. the blocks test of creativity. The first 3 tests were verbal and the last 3 are non-verbal in nature. It measured three components of creativity—fluency, flexibility, and originality. It was administered on 600 students of both sexes of the urban and rural backgrounds of grades IX to XI. The final sample of the study was 1002 students of grades IX and X from Haryana. The findings of the study revealed that there was no significant difference in the mean score of creativity of students i) with the average and high level of creative stimulation ii) with the low and high level of cognitive encouragement iii) with the average and high level of acceptance iv) at low, average and high levels of permissiveness v) with an average and high level of rejection vi) at low, average and high levels of control.

Chauhan et al. (1999) studied organizational climate, tolerance of ambiguity, and learned helplessness as correlates to managerial effectiveness and creativity. The sample of the study included 64 managers from government and non-government organizations. The exploratory nature of the research was conducted through a survey using standardized tools of research. The findings of the study showed that there exists no significant relationship between organizational climate dimensions and managerial creativity.

Aima (1999) conducted a study of school climate and its relationship with creativity, personality, and academic achievement of adolescents. The study observed that the variable of creativity was found to be significantly and positively correlated with total scores on school climate, and all the eight measures of school climate. The eight dimensions of school climate were principals leadership styles (PLS), teacher's attitude towards work (TATW), Student's academic self-concept (SASC), interaction among students (IRAS), student's attitude toward learning (SAIL), student's perception of school social environment (SPSSE), student's perception of school academic environment (SPSAE), and student's perception of the level of discipline in the school (SPLDS). The investigator reported the reasons for the above-mentioned results may be that in a rich school climate where the principal motivates the teachers and students, where he has close contact with the teachers and students, and where the principal takes a keen interest in the activities of the students and his approach is flexible, there the creativity level of the students is bound to be at a higher level.

Pradhan (1991) studied the effect of school organizational climate on creativity, adjustment, and academic achievement of students of Orissa. The study's findings revealed that the organizational climate affects students' creativity, adjustment, and academic achievement.

Objectives of the Study

To compare the School Organizational Climate of government secondary schools as perceived by Female and Male teachers.

Hypotheses of the Study

There exists no significant difference in the School Organizational Climate of government secondary schools as perceived by Female and Male teachers.

Delimitation of the Study

1. The research was delimited to 14 secondary schools in Rudraprayag District of Uttarakhand.
2. The study was delimited to 84 teachers.
3. The study was delimited to school organization climate as measured by the scale developed and standardized by Dr. Moti Lal Sharma.

Methodology of the Study

The descriptive Survey Method was used in the present study.

Sample of the Study

The sample of the research consisted of 14 secondary government schools selected randomly from the Agustmuni Block of Rudraprayag. From each school, 03 male students and 03 female teachers were selected randomly. The sample consisted of a total of 84 teachers out of which 42 were males and 42 were females.

Research Tools Used

A scale of Organizational Climate Descriptive Questionnaire (OCDQ) developed by Dr M.L. Sharma was used. The questionnaire included dimensions: Disengagement, Alienation, Espirit, Intimacy, Psycho-Physical Hindrance, Controls, Production Emphasis, and Humanized Thrust.

Scoring Procedure

The OCDQ is a self-administering scale with 64 items. It is a four-point scale. It was administered and for each item from Rarely Occurs (1) to Very Frequently Occurs (4) were scored 1 to 4. The marks assigned in the sub-items to a teacher were added to know the institutional climate score in each dimension.

Collection of Data

The data for the research was collected by administering the instruments to the selected teachers as per the instructions provided in the manual of the tools. After data collection was completed, all collected data were scored according to the tool's manual.

Statistical Techniques Used

Descriptive statistics such as Mean and Standard Deviations were used along with inferential statistics (t-test) were used.

Results and Discussions of the Study

The findings of the study are reported and discussed below with the help of a table.

Table

The difference in mean organizational climate scores in each dimension of OCDQ as perceived by Female and Male teachers.

Sr. No.	Dimensions of OCDQ	Teacher Group	N	Mean	S.D.	t-ratio	Result
1.	Disengagement	Female	42	2.43	0.35	0.40	Not significant
		Male	42	2.46	0.33		
2.	Alienation	Female	42	2.37	0.32	1.39	Not Significant
		Male	42	2.47	0.34		
3.	Esprit	Female	42	2.75	0.38	1.62	Not significant
		Male	42	2.88	0.37		
4.	Intimacy	Female	42	2.87	0.35	0.40	Not significant
		Male	42	2.84	0.33		
5.	Psycho-Physical Hindrance	Female	42	2.41	0.34	0.39	Not significant
		Male	42	2.44	0.32		
6.	Controls	Female	42	2.72	0.33	1.39	Significant
		Male	42	2.85	0.35		
7.	Production-emphasis	Female	42	2.80	0.32	0.97	Not Significant
		Male	42	2.87	0.34		
8.	Humanized Thrust	Female	42	2.84	0.35	0.70	Not Significant
		Male	42	2.79	0.37		

An independent samples t-test was used to test the hypothesis. The table indicates that the calculated t-value of dimensions of OCDQ (Disengagement, Alienation, Esprit, Intimacy, Psycho-Physical Hindrance, Controls, Production Emphasis, Humanized Thrust) of Female and Male school teachers are 0.38, 0.56, 0.68, 0.75, 0.23, 4.78, 3.98 and 3.95. In all these dimensions, insignificant differences were found between the female and male teachers' perceptions about organizational climate. It shows that there is no significant difference in the perception of the organizational climate of male and female teachers.

Educational Implications

The finding of this present study reflects that there is no significant difference between perceptions of male and female teachers about the school organizational climate. Both genders have the same perception about the environment they are facing. It shows that it is important to understand the school's organizational climate as it is an important factor in influencing teachers and students. If there is a discriminatory or negative environment then it is not good for the health of the school. The policy makers must provide training to school administrators to provide a positive and friendly environment to all irrespective of caste, creed, or race. In order to generalize the findings more studies need to be conducted.

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