

A Study of Organizational Climate in Relation to achievement of Secondary school of Uttarakhand Board and CBSE School

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The organizational climate is considered just as an aspect of the total environment of the organisation. Thus, a distinction that is drawn between the organisational environment and organizational climate is that of 'part' and the 'whole'. Organizational climate constitute one specific dimension of the total environment. Katz and Kahn (1966) tend to de find "climate" of an organization as its culture. They hold a view that every organization develops its own culture or climate with its own taboos, folkways, and mores. This climate to them, reflects both the norms and the values of the formal system and their reinterpretation in the informal system. Halpin and craft 1963 say that organizational climate refers to the feelings which exist in an organization and the variability in these feelings as one moves organization to organization. As one moves from one school to another, he finds that each has a "personality" of his own. It is this personality that we describe as the organizational climate. According to them organizational climate is understood and measured on the basis of three essential premises:

First, groups rather than isolated individuals, form the basic building blocks of organization; second, these groups are interlinked by their functional and hierarchical ties; and third, the functioning patterns prevailing outside a given group primarily those above it, affect correspondingly functional pattern within that focal group.

Thus, the organizational climate is the result of behaviour of individual teachers, their interaction with other teachers and with the principal; and the interaction of a group of teachers with other teachers and the principal and the interaction of a group of teachers with other teachers, working in the school or school system. The pattern of functioning of the school principal, who is above all teachers operating in the school in the hierarchy, affect the functional and behavioural pattern of teachers. The impact is transmitted through perceptions and information shared by teachers. Variables like sex, age, academic and professional qualifications, teaching experience. In service training of teachers and material input like school plant; instructional material and teaching aids etc., are all related to climate.

Hence the organizational climate is the resultant or the accumulated effect of the ways in which the principal interacts with teachers and the teachers interact among themselves and with pupils. The variables mentioned above have also their impact on the climate as they are reflected in the interaction process that goes on in the school and the relationships that accrue the school community.

Sharma (1973) has defined organizational climate in terms of "Interaction that takes place between organizational ingredients as they fulfil their prescribed roles while satisfying their individual needs. It is the resulting condition within the schools of social interaction among the teachers and between the teachers and the principal and between the teachers and the students."

Sargent (1967) says—"Organizational climate is a concept which embraces the milieu of personalities of the principal and teachers interacting within the sociological and psychological frame work of an institution."

To summarize, organizational climate of an educational institution is the product of the relationships between the principal and his staff, between teachers and his students and of the teachers among themselves. The interaction takes place within the sociological and the psychological framework of the institution as they fulfil their prescribed roles while satisfying their individual needs.

INSTITUTIONAL DIFFERENCES IN ORGANIZATIONAL CLIMATE:

There are no two opinions that the institutions differ among themselves with respect to their organizational climate. Just as differences are found among individuals with respect to their personalities, differences are found to exist among organizations and institutions with respect to their climates. Studies of organizations and institutions have clearly demonstrated this fact. Hence, this has been found of great interest how they differ from one another. In their original study Halpin and Crofts (1963) administered their OCDQ in 71 elementary schools in various part of the country. It was found that the schools varied in their climate profiles. In some schools teachers through morale was high; in other somewhat lower. In some schools the principal was rated high on consideration; in others their principal evidenced less consideration, This was the situation found on other scales of OCDQ also. Sharma (1973) has also demonstrated schools differ in terms of their climates. Thus, efforts have been made to measure organizational climates of various types of institutions found in the society. Considering that climate is an important variable that affects the organizational behaviour and institutional effectiveness, a large number of researchers have tried to survey and know how institutions differ with respect to their climates. Such a trend is found in almost all the fields, industry, education, medicine, social and religious fields. In the field of education climate studies have focussed on Hindi medium institutions. A review of related literature has revealed that there is a great depth of such studies conducted on English medium schools. It was in this background that the researcher was led to conduct a comparative study of the climates of Hindi medium and English medium institutions of Dehradun region and underlying factors.

OBJECTIVES OF THE STUDY:

The objectives, with which the present study is been initiated, are:

1. To evaluate the organizational climate of the C.B.S.E. schools and U.P. Board schools situated in city of Dehradun region. This objective focusses on studying the different characteristics of the organizational climates of C.B.S.E. schools and U.P. Board schools.
2. To study how organizational climate is related to the effectiveness of the institutions.

METHOD OF THE STUDY:

The basic purpose of this study is to evaluate the organizational climates and teaching competency male and female teachers of B.Ed. institute. In order to achieve this objective an appropriate design is identified on the basis of research studies conducted so far in this area. Having read researches the investigator reaches to the conclusion that the nonnative survey method is best suited to the study.

THE POPULATION:

The population for the present study has been defined as male and female teachers of B.Ed. Institution of Haryana region consisting of the Ch. Devlal University, Sirsa, Haryana. Hence the findings of our study will apply to the population.

SAMPLING:

Cluster sampling is used for this study.

TOOLS USED:

Motilal Sharma's School Organizational Climate Description Questionnaire (SOCDQ) is found to be suitable and appropriate for this purpose.

FINDINGS:

(DEHRADOON):

There is no significant difference between the Open climate and Autonomous climate schools on the scores of their students achievements because the value of t' was .1085 at df30. Which has no significant difference between the above two groups.

There is no significant difference between the Open climate and Familiar climate schools on the scores of their students achievements because the value of t' was .6672 at df 30. Which has no significant difference between the Open climate and Familiar climate?

There is a significant difference between the Open climate and Control climate schools at .05 level of significance but not at .01 level of significance on the scores of their students achievements because the value of t' was 2.00 at df 68. Which has significant difference between the Open climate and Control climate at .05 level of significance but not at .01 level of significance?

There is no significant difference between Open and Paternal climate schools on the scores of their students achievements because the value of t' was .0663 at df 52. Which has no significant difference between the Open climate and paternal climate?

There is no significant difference between Open climate and Closed climate schools on the scores of their students achievements because the value of t' was .0524 at df 30. Which has no significant difference between the Open climate and closed climate?

There is no significant difference between Autonomous climate and Familiar climate schools on the scores of their students achievement because the value of t' was .3294 at df 18. Which has no significant difference between the above two groups.

There is no significant difference between Autonomous climate and Control climate schools on the scores of their students achievement because the value of t' was 1.1621 at df 56. Which has no significant difference between the Autonomous climate and Control climate?

There is no significant difference between Autonomous climate and Paternal climate schools on the scores of their students achievements because the value of t' was .0723 at df 40. Which has no significant difference between the above two groups.

There is no significant difference between Autonomous climate and Closed climate schools on the scores of their students achievement because the value of t' was .1286 at df 18. Which has no significant difference between the above two groups.

There is a significant difference between Familiar climate and Control climate schools at .05 level of significance, but not at .01 level of significance on the scores of their students achievements because the value of t' was 1.9642 at df 56. Which has significant difference between the Familiar climate and Control climate at .05 level of significance, but not at .01 level of significance?

There is no significant difference between Familiar climate and Paternal climate schools on the scores of their students achievements because the value of t' was .7358 at df 40. Which has no significant difference between the above two groups.

There is no significant difference between Familiar climate and Closed climate schools on the scores of their students achievements because the value of t' was .4579 at df 18. Which has no significant difference between the Familiar climate and closed climate?

There is significant difference between Control climate and Paternal climate schools at both level of significance i.e. 0.05 and .01 level of significance on the scores of their students achievements because the value of t' was 2.5831 at df 78. Which has significant difference between the above-two groups?

There is no significant difference between the Control climate and Closed climate schools on the scores of their students achievements, because the value of t' was 1.20 at df 56. Which has no significant difference between the above two groups.

There is no significant difference between the Paternal climate and Closed climate schools on the scores of their students achievements, because the value of t' was .0962 at df 40. Which has no significant difference between paternal climate and closed climate?

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