

School Organisational Climate of Secondary Teachers: A Study on two Districts of West Bengal



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Abstract

Teachers are the Architects of the future. It is imperative that the entire process of teaching – learning system depends on the efficiency of a teacher. Teaching – learning process cannot be undertaken in vacuum but it is positively directed action, for which teachers are too be endowed with teaching competency. The teaching competency requires good organisational climate, effectiveness etc. The purpose of the present study was to find out the School Organisational Climate of Secondary Teachers of two Districts of West Bengal. Ninety-six (96) secondary school teachers were selected from the two districts namely North and South 24 Parganas districts of WB following stratified random sampling. A questionnaire consisting of 64 items was adopted and standardised in order to measure school organisational climate. The study revealed that – significantly high differences between the organisational climate of N 24 pgs teacher & S 24 pgs teachers in respect of male and female teachers. The study also revealed that N 24 pgs male and female teachers & S 24 pgs Urban male and female teachers are enjoying same organisational climate. According to secondary school teachers, new view of organisational climate is properly integrated our school organisation. This study will help both secondary teachers in India and abroad.

Keywords: School Organisational Climate, Secondary School Teachers

Introduction

The teachers' occupied an important place in the development of education and the society at large. The beginning of the new millennium has shown a huge change in different areas of teaching and learning. Teaching learning process primarily depends on the teacher who performs multi-tasking roles inside the classroom. Teachers own personality, behaviour, interest, attitudes and expectations affect the children behaviour pattern and thus ultimately shape their personality. In educational services, school administrators and teachers have a very important role. In general school administrators providing management service at schools and teachers offering teaching services are considered as the direct production centers of educational services.

Organisational Climate of a school is a very important factor to be considered in studying and analysing organisations. In the class-room situation organisational climate is extremely important for achieving organisational goals and effective teaching. If a teacher get better organisational climate, he or she delivered a good teaching method.

The term organisational climate has two terms i.e 'organisation' and 'climate'. Organisational climate has been denoted differently by different researcher. Some have called it the 'feel' of the school and some other as 'school personality'. It is also called as 'atmosphere', 'environment', 'tone', 'culture', and even 'morale' of the school.

Review of Literature

Hall, J. A. A. (1965) investigated "A Study of the relationship between selected factors of organisational climate and pupil achievement in reading arithmetic and Language." He found significant relationship between language achievement and hindrance, spirit, aloofness and production emphasis respectively.

Guy, R. M. (1970) carried out "The Relationship between Organisational Climate between Leadership and Progress." He reported that significant association existed between Organisational Climate and pupil achievement in terms of gains in reading, language achievement in terms of gains in reading, language and arithmetic.

Kumar, D. A. (1978) make "A Study of some identifying college characteristics and teachers' personality needs in relation to Organisational Climate of college of Haryana State". He found that all the dimensions (except Thrust) of Organisational Climate were positively related with the students' achievement index.

Chopra, R.K. (1982) conducted "A Study of the Organisational Climate of schools in relation to job satisfaction of teachers and students Achievement". In his study found that students' achievement (adjusted for intelligence and socio-economic status) was not significantly different in different climate type schools even at 0.05 levels.

Franklin, R. (1983) made "Organisational Climate in the High Schools of the District of Columbia and the effect it has on selected variables of students and teachers". He found that Organisational Climate of the school was not the most influential factor in determining students' performance in reading and mathematics.

Adhikari, B. (2008) carried out a study on "Organisational Climate of schools influencing Academic Performance". During his investigation, he revealed that variation in management as well as Organisational Climate of the institution.

Gupta, M. & Goel, R. (2014) made a study on "Organisational Climates of Residential & Non residential Schools: A Comparative Study". Findings of the study indicate that organisational climate insignificantly different in residential and non residential schools. Moreover, residential school teachers perceived the organisational climate of their schools as better one.

Gunes, A.M., Kale, M. (2016) conducted "Relationship between Instructional Leadership and Organisational Climate in Primary Schools". According to the findings of the study, There is a positive and significant relationship between instructional leadership and organisational climate.

Objective of the Study

The objectives of the study were as follows –

1. To study the organisational climate of the teachers.
2. To make a comparative study on Organisational Climate, of the teachers in relation to sex (male & female) and strata (urban & rural) of two districts.

Hypothesis of the study

Hypothesis of the study in the Null form were as follows-

OH1

There would be no significant difference between entire North 24 pgs and entire South 24 pgs teachers' in respect of Organisational Climate.

OH2

There would be no significant difference between North 24 pgs male and South 24 pgs male teachers' in respect of Organisational Climate.

OH3

There would be no significant difference between North 24 pgs female and South 24 pgs female teachers in respect of Organisational Climate.

OH4

There would be no significant difference between total North 24 pgs urban and total South 24 pgs urban teachers in respect of Organisational Climate.

OH5

There would be no significant difference between North 24 pgs urban male and South 24 pgs urban male teachers in respect of Organisational Climate.

OH6

There would be no significant difference between North 24 pgs urban female and South 24 pgs urban female teachers in respect of Organisational Climate.

OH7

There would be no significant difference between total North 24 pgs rural and total South 24 pgs rural teachers in respect of Organisational Climate.

OH8

There would be no significant difference between North 24 pgs rural male and South 24 pgs rural male teachers in respect of Organisational Climate.

OH9

There would be no significant difference between North 24 pgs rural female and South 24 pgs rural female teachers in respect of Organisational Climate.

Significance of the Study

Significance of the study were as follows –

1. The findings of the study will enlighten in North 24 pgs and South 24 pgs secondary school teachers' views on school organisational climate which if properly integrated in the tranjection mode of our classroom teaching.
2. The finding of study will act as important information source of teachers who are dealing with students daily in classroom.
3. Future researchers will get a new platform for designing their studies which is very demanding field in higher education.

Methodology

The methodology of the study were as follows-

i) Variable

Three independent variables were taken in this study. This variables were broken into two categories i.e. Treatment variable and Attribute Variable.

Treatment Variable

School Organisational Climat.

Attribute Variables

1. Gender (Male and Female)
2. Strata (Rural and Urban)

ii) Sample

Stratified random sampling was used in the investigation. The distribution of sample is given in (Table – 1).

Table – 1 Disreibution of the Sample

Total Sample	North 24 parganas.				South 24 parganas.			
	Male		Female		Male		Female	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
	12	12	12	12	12	12	12	12
	24		24		24		24	
96	48				48			

iii) Tool Used

The researcher used School Organisational Climate Descriptive Questionnaire (SOCDDQ) for secondary school teachers developed by the Halpin and Croft (1963) and modified to accommodate the Indian condition by Sharma (1978) and finally standardised ($r = 0.20$, $P < 0.05$) by the present researcher. The dimensions of the questionnaire were Disengagement, Alienation, Espirit, Intimacy, Psycho physical hindrance, Controls, Production emphasis and Humanised Thrust.

Statement of Statistics

The mean, median, mode, SD, Q, SEm, Sk, Ku, Verience of the scores in SOCDQ for both districts namely N 24 pgs and S 24 pgs were found out. The nine categories namely, UM, UF, RM, RF, M, F, U, R and the entire sample comprising of both scores and strata. The various statistical measures were given in table 2 and 3 respectively. t-test was used to test the hypothesis.

Table- 2

Showing the M, Mdn, Mode, SD, Q, Sk, Ku, Varience of UM, UF, RM, RF, M, F, U, R, and entire sample in SOCDQ of North 24 pgs Teachers

School Organisational Climate Descriptive Questionnaire (SOCDQ)									
	Urban Male	Urban Female	Rural Male	Rural Female	Male	Female	Urban	Rural	Total
N	12	12	12	12	24	24	24	24	48
Mean	11.27	10.53	11.50	9.39	22.26	20.43	21.80	20.89	42.69
Median	12.00	10.00	10.00	8.00	20.00	21.00	23.00	18.00	41.00
Mode	11.62	9.00	11.00	6.00	22.00	15.62	20.62	17.00	37.62
SD	3.24	4.42	3.56	4.86	5.31	5.46	4.34	5.23	7.31
Q	1.70	1.69	1.74	1.66	3.56	3.23	3.39	3.40	6.79
Sk	0.95	0.78	0.94	0.70	0.18	0.15	.173	.164	.337
Ku	0.05	0.04	0.04	0.03	0.08	0.08	.091	.073	.164
Variances	10.00	9.35	9.48	8.40	18.23	18.00	18.35	17.88	36.23

The descriptive statistics showed in the Table 2 revealed that the Mean (42.69) was slightly different from Median (41.00). The Mode was lower than mean and median. The standard deviation of the distribution was 7.31. Q was 6.79 .The value of Skewness was (.337). and Kurtosis (.164) was less

than (0.263) and the distribution was slightly platikurtic. The variances was 36.23

The researcher calculated descriptive statistics of 96 secondary teachers score of South 24 pgs district were given in (Table – 3)

Table- 3

Showing the M, Mdn, Mode, SD, Q, Sk, Ku, Varience of UM, UF, RM, RF, M, F, U, R, and entire sample in SOCDQ of South 24 pgs Teachers

School Organisational Climate Descriptive Questionnaire (SOCDQ)									
	Urban Male	Urban Female	Rural Male	Rural Female	Male	Female	Urban	Rural	Total
N	12	12	12	12	24	24	24	24	48
Mean	10.00	9.22	11.40	10.00	21.31	19.31	19.22	21.40	40.62
Median	12.00	10.00	10.00	9.38	21.38	20.00	22.00	19.38	41.38
Mode	14.00	13.56	7.2	8.14	21.52	21.38	22.9	20.00	42.9
SD	4.26	3.69	3.29	3.75	5.74	5.54	6.86	4.66	8.74
Q	2.00	2.00	1.12	1.00	3.12	3.00	4.00	2.12	6.12
Sk	0.79	0.75	0.68	0.65	.162	.125	.154	.133	.287
Ku	0.38	0.33	0.31	0.23	.067	.061	.071	.053	.128
Variances	10.00	8.00	8.00	6.00	17.00	15.00	18.00	14.00	32.00

The descriptive statistics showed in the Table 3 revealed that the Mean (40.62) was slightly different from Median (41.38). The Mode was higher than mean and median. The standard deviation of the distribution was 8.74. Q was 6.12 .The value of Skewness was (.287) and Kurtosis (.128) was less

than (0.263) and the distribution was slightly platikurtic. The variances was 32.00,

Results and Findings

The result was given in Table 4, 5 and 6 respectively.

Table – 4
Showing ‘t’ values between Entire N 24 pgs Male teacher and S 24 pgs Male teachers; N 24 pgs Male & S 24 pgs Male teachers; N 24 pgs Female & S 24 pgs Female teachers

Groups Measures	Entire N 24 pgs	Entire S 24 pgs	N 24 pgs Male	S 24 pgs Male	N 24 pgs Female	S 24 pgs Female
N	48	48	24	24	24	24
Mean	42.69	40.62	22.26	21.31	20.43	19.31
SD	7.31	8.74	5.31	5.74	5.46	5.54
SEm	0.70		0.36		0.28	
t-value	2.03*		2.79*		2.02*	

***Significant at 0.05 level**

The entire N 24 pgs & S 24 pgs teachers obtained ‘t’ value was significant at 0.05 level. Hence null hypothesis 0H1 was not accepted. N 24 pgs & S 24 pgs male teachers obtained ‘t’ value was significant at 0.05 level. Hence null hypothesis 0H2

was not retained. Then N 24 pgs & S 24 pgs female teachers obtained ‘t’ value was also significant at 0.05 level. Hence null hypothesis 0H3 was not accepted. So, alternative hypothesis was accepted.

Table – 5

Showing ‘t’ values between Entire N 24 pgs Urban teacher and S 24 pgs Urban teachers; N 24 pgs Urban Male & S 24 pgs Urban Male teachers; N 24 pgs Urban Female & S 24 pgs Urban Female teachers

Groups Measures	Entire N 24 pgs Urban	Entire S 24 pgs Urban	N 24 pgs Urban Male	S 24 pgs Urban Male	N 24 pgs Urban Female	S 24 pgs Urban Female
N	24	24	12	12	12	12
Mean	21.80	19.22	11.27	10.00	10.53	9.22
SD	4.34	6.86	3.24	4.26	4.42	6.69
SEm	0.31		0.17		0.11	
t-value	2.11*		1.81**		2.31*	

***Significant at 0.05 level, **Not significant at 0.05 level**

The entire N 24 pgs & S 24 pgs Urban teachers obtained ‘t’ value was significant at 0.05 level. Hence null hypothesis 0H4 was not accepted. But N 24 pgs & S 24 pgs Urban male teachers obtained ‘t’ value was insignificant at 0.05 level.

Hence null hypothesis 0H5 retained. Then N 24 pgs & S 24 pgs Urban female teachers obtained ‘t’ value was significant at 0.05 level. Hence null hypothesis 0H6 was not accepted. So, alternative hypothesis was accepted.

Table – 6

Showing ‘t’ values between Entire N 24 pgs Rural teacher and S 24 pgs Rural teachers; N 24 pgs Rural Male & S 24 pgs Rural Male teachers; N 24 pgs Rural Female & S 24 pgs Rural Female teachers

Groups Measures	Entire N 24 pgs Rural	Entire S 24 pgs Rural	N 24 pgs Rural Male	S 24 pgs Rural Male	N 24 pgs Rural Female	S 24 pgs Rural Female
N	24	24	12	12	12	12
Mean	20.89	21.40	11.50	11.40	9.39	10.00
SD	5.23	4.66	3.56	3.29	4.86	3.75
SEm	0.32		0.10		0.14	
t-value	2.72*		2.91*		1.62**	

***Significant at 0.05 level, **Not significant at 0.05 level**

The entire N 24 pgs & S 24 pgs rural teachers obtained ‘t’ value was significant at 0.05 level. Hence null hypothesis 0H7 was not accepted. N 24 pgs & S 24 pgs rural male teachers obtained ‘t’ value was significant at 0.05 level. Hence null hypothesis 0H8 was not accepted. But N 24 pgs & S 24 pgs Urban

female teachers obtained ‘t’ value was insignificant at 0.05 level. Hence null hypothesis 0H9 was accepted.

Discussion

1. The present study found out the differences between North 24 pgs and South 24 pgs total

secondary teachers in the organisational climate. It was also found that the organisational climate of North 24 pgs teachers was significantly high. So, from the study it could be implied that, South 24 pgs teachers should be more flexible and they should find themselves extremely spirited and very friendly with each other.

2. It has also presented that difference exist between North 24 pgs and South 24 pgs male & female secondary teachers in the organisational climate. North 24 pgs male & female teachers' organisational climate was higher than South 24 pgs male & female teachers. South 24 pgs teachers must have little time to establish friendly social relations with each other.
3. It was also found that there was a significant mean difference in School Organisational Climate between North 24 pgs and South 24 pgs urban teachers and urban female teachers. But no significant mean difference in between North 24 pgs and South 24 pgs urban male teachers. The possible reason behind these finding was prevalence of more or less similar working conditions, security of service, avenues of promotion.
4. The result also implied that there was a significant mean difference in School Organisational Climate between North 24 pgs and South 24 pgs total rural teachers and rural male teachers. But no significant mean difference in between North 24 pgs and South 24 pgs rural female teachers. This finding may be due to the prevalence of more or less similar working conditions motivation and self-understanding.

Educational implication of the Study

The following conclusions were drawn from the analysis of the study-

1. The study revealed that significant differences exist between North 24 pgs and South 24 pgs total secondary teachers.
2. The result concluded that significance difference existed between in North 24 pgs and South 24 pgs total urban teachers and female teachers, North 24 pgs and South 24 pgs total rural teachers and rural male teachers.
3. It was also noticed that no significance difference in between North 24 pgs and South 24 pgs urban male teachers, North 24 pgs and South 24 pgs rural female teachers .
4. The result of SOCDQ refers that climate or atmosphere is the resulting condition within the secondary schools due to social interaction among teachers, between the headmaster and teachers, teachers and students, headmaster and students.
5. It also concluded that in overall condition, the result refers to be the organisational personality of school teachers.

6. The finding of the study will enlighten between North & South 24 pgs urban & rural male and urban and rural female teachers' views on School organisational climate. Which is properly integrated our school organisation.
7. The finding of the study will act as important information shows teachers who also interested to getting job in secondary school.
8. Finally the quality manager, planner, teacher, headmaster may be benefited with the study.

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