A STUDY OF ORGANISATIONAL CLIMATE OF HIGHER SECONDARY SCHOOLS OF ANAND

[1]Payal Bhatia,

[1]Assistant Professor, Shri I.J.Patel M.Ed.Course,Mogri, Anand
E-mail: payalbht@yahoo.co.in

Abstract: **Anyone who visits more than a few schools notes quickly how school differs from each other in their "feel". In one school principal and teachers find pleasure in working with each other; while in second school, the brooding discontent of the teachers is palpable; the principal tries to hide his incompetence and lack of a sense of direction behind a cloak of authority and yet he wears this cloak poorly. A third school is marked by neither joy nor despair, but by hollow ritual. And so, too, as one moves to other schools, one finds that each appears to have 'personality' of its own (Andrew Halpin, (1969) In Sharma, (1973)).**

Keywords: **climate, higher secondary**

I. INTRODUCTION

Anyone who visits more than a few schools notes quickly how school differs from each other in their "feel". In one school principal and teachers find pleasure in working with each other; while in second school, the brooding discontent of the teachers is palpable; the principal tries to hide his incompetence and lack of a sense of direction behind a cloak of authority and yet he wears this cloak poorly. A third school is marked by neither joy nor despair, but by hollow ritual. And so, too, as one moves to other schools, one finds that each appears to have 'personality' of its own (Andrew Halpin, (1969) In Sharma, (1973)). Schools and colleges which are human organization and where interpersonal relationship is the key to the success of the organization and also striving to achieve the goals and purposes for which they are established. As for the schools, climate represents a composite of the meditating variables that intervene between structure of an organization and the style and other characteristics of leaders and teacher performance and satisfaction. So, present study deals with organizational climate of Secondary schools of Anand City.

II. CONCEPT OF ORGANIZATIONAL CLIMATE

The term organizational climate was first coined in 1952 and popularized by Halpin, A.W. & Croft, D. B. through their research work "organizational climate of schools" in 1963. It is called an organization because it has structural framework emanating from prescribed rules and regulations, the executive or the leader and the group which seeks to achieve co-ordination in their activities, in their pursuit of a goal set or evolved for the organization. In this sense, a school is also an organization.
Stern (1962) viewed the organizational climate as the interaction between personal needs of the individual and the environmental process in any formal organization.

III. SCHOOL AS AN ORGANIZATION

Getzels and Guba model (1957) pictures the school as a socio-psychological system, that is headmasters and teachers working in schools, constitute socially and psychologically interacting units and through their interactions the school acquires a kind of distinct atmosphere.

According to Sharma (1973) there are six types of Organizational Climate.

1. **Open Climate** refers to in which teachers obtain social need satisfaction as well as job satisfaction. They perceive their principal as highly considerate and democratic behavior.
2. **Autonomous Climate** refers to an environment in which the teachers enjoy a friendly relationship and an average control on the part of principal is perceived as an element of psycho-physical hindrance.
3. **Controlled Climate** refers to an environment, which can be characterized as highly task- oriented at the cost of social needs satisfaction of the teachers. Leadership acts stem from only one side, and in a dictatorial manner.
4. **Familiar Climate** characterized by the conspicuously friendly behavior of both principal and teachers. The principal exercises leadership in an indirect manner and tries to keep production satisfactory.
5. **Paternal Climate** refers to a situation in which there is very little scope for the members to satisfy their social needs and drive job satisfaction. The faculty has to work in the way the principal wants but at the same time the principal as a paternal guardian of the school faculty, does not ignore the individual interest.
6. **Closed Climate** is characterized by a high degree of apathy on the part of all members of the organization. The climate lacks authenticity of behavior. The principal constrains the emergence of leadership acts from the group.

So, flow from types of climate is such that environment in open climate school is such that teachers have their job satisfaction and principal is democratic in behavior and in closed climate there is neither job satisfaction nor social need satisfaction of the teachers.

IV. RATIONALE

School climate has been researched for many years and continues to examined and redefined as a result of its significant influence on academic outcomes. Research conducted by chaudhari (1979), gohel (1979), patel(1979) emphasized on various factors of school organizational climate. Major findings of these studies states that open climate found only in study of patel (1979), gohel (1979) found school wise climate differences while chaudhari (1979) found controlled climate more in the schools. So, researcher feel necessity to know organizational climate of grant in aid and non grant in aid schools of Anand.

V. OBJECTIVES OF THE STUDY

1. To identify types of organizational climate in higher secondary schools.
2. To study organizational climate of different types of higher secondary schools.
3. To study factors influencing organizational climate of different types of higher secondary schools.

VI. RESEARCH QUESTIONS

1. What is organizational climate?
2. How many types of organizational climate can be there in higher secondary schools?
3. What are the differences between organizational climates of different type of the schools?
4. Which factors influence organizational climate of grant in aid and non grant in aid higher secondary schools?

VII.   DELIMITATION OF THE STUDY

Present study is delimitated to Principals and Teachers of Guajarati medium grant in aid and non grant in aid secondary schools of Anand City (affiliated to GSEB) of the year 2013-14.

VIII.   POPULATION

The population for the present study is all the principals and teachers of higher secondary schools of Anand.

IX. SAMPLE

Ten higher secondary schools were taken as sample by employing random sample method. Out of these ten schools six schools were grant-in-aid and four schools are non grant-in-aid in nature. So final sample for the study was as follow:

Table No: 1

Sample	Granted schools	Non granted schools	Total
Principals	06	04	10
Teachers	30	20	50

One principal and five teachers were taken from each school as sample for the present study.

X.   TOOLS OF THE STUDY

School Organizational Climate Description Questionnaire (SOCDQ) (1973) by Motilal Sharma which consist of 64 likert type items for teachers and principals at four point rating scale i.e. Rarely occurs, Often occurs, Sometimes occurs, Very frequently occurs.

SOCDQ comprised eight subtests of which four refers to the characteristics of the teacher as the group (i.e. disengagement, alienation, spirit, intimacy) and other four refer to the characteristics of the principal as a leader (i.e. psycho-physical hindrance, control, production emphasis, humanized thrust).

> **DATA COLLECTION**

Data were collected from the schools personally by the researcher.

> **DATA ANALYSIS**

Data were analyzed by calculating mean score and these calculated mean is compared with standard table of Organizational Climate Description. The standard table of Organizational Climate Description is as follows:

Table No: 2

Standard table of Organizational Climate	Mean
Open	4.00
Autonomous	3.34
Controlled	2.68
Familiar	2.02
Paternal	1.36
Closed	0.66

3

➢ **DATA ANALYSIS AND INTERPRETATION**

Objective No. 1. To Identify Types Of Organizational Climate In Higher Secondary Schools.

Table No: 3

Organization-al climate✈✈ Type of the school ☙	Open	Autonom ous	Controlled	Familiar	Paternal	Closed
Grant in aid	-----	-------	05 (83.33%)	01 (16.67%)	--------	------
Non grant in aid	------	-------	04 (100%)	------	-----	------

Out of 06 grant in aid schools, there were 05 schools where controlled organizational climate is seen while in 01 grant in aid school familiar type of organizational climate prevails.

Objective No. 2. To Study Organizational Climate Of Different Types Of Secondary Schools.

Table No: 4

Grant in aid schools			
School no.	School wise sample	Mean	Type of organizational climate
1	06	2.83	Controlled
2	06	2.79	Controlled
3	06	2.80	Controlled
4	06	2.82	Controlled
5	06	2.85	Controlled
6	06	2.43	Paternal
Non grant in aid schools			
7	06	2.73	Controlled
8	06	2.74	Controlled
9	06	2.79	Controlled
10	06	2.86	Controlled

Out of 06 grant in aid schools, 05 schools have controlled organizational climate while all non grant in aid schools have controlled climate but less control is seen in non grant in aid schools than grant in aid schools. Only 01 grant in aid school found paternal organizational climate.

Objective No.3.To Study Factors Influencing Organizational Climate Of Different Types Of Secondary Schools.

Table No: 5

Factor	Type of school	Mean
Disengagement	Grant in aid s.	3.06
	Non grant in aid s.	3.04
Alienation	Grant in aid s.	2.86

4

	Non grant in aid s.	3.03
Espirit	Grant in aid s.	2.84
	Non grant in aid s.	3.05
Intimacy	Grant in aid s.	2.55
	Non grant in aid s.	2.56
Psycho-physical hindrance	Grant in aid s.	2.63
	Non grant in aid s.	2.61
Control	Grant in aid s.	3.20
	Non grant in aid s.	3.46
Production emphasis	Grant in aid s.	2.77
	Non grant in aid s.	2.71
Humanized thrust	Grant in aid s.	2.74
	Non grant in aid s.	2.79

Much variation is not seen between mean of grant in and non grant in aid schools on the factor disengagement. As per the standard table of Organizational Climate Description disengagement is low in controlled type of climate. So, disengagement found low. Alienation and Espirit

are found moderate in both type of schools, Intimacy found lower in controlled type organizational climate. So, lower intimacy is seen in both types of schools. Psycho-physical hindrance is found moderate in both types of schools, Control and Production emphasis factor are found high in both type of schools, while Humanized thrust is seen lower in both types of schools.

XI. MAJOR FINDINGS OF THE STUDY

1. Out of ten schools, controlled organization climate was seen in five grant in aid and four non grant in aid schools while paternal type organization climate is seen in one grant in aid school.
2. More dominance of principal was seen in non grant in aid schools than grant in aid schools.
3. In paternal type organization climate school principal does not ignore individual interest of his staff members.
4. More control of the principal was seen in non grant in aid schools where principal takes loaded work from the teachers.
5. Principal and teachers behavior was more controlled in non granted schools than grant in aid schools.
6. Disengagement factor found low in both types of schools.
7. Alienation and Espirit factors found moderate in both types of schools.
8. Intimacy factor is seen in both types of schools.
9. Psycho-physical hindrance factor was found moderate in both types of schools.
10. Humanized thrust seen lower in both types of schools.

XII. CONCLUSION

5

School is called an organization because it has- structural framework i.e. rules and regulation, executives, leaders, teachers which seeks co-ordination of activities to achieve goal set. Through this socio-psycho system, interacting units the school acquires distinct atmosphere i.e. called organizational climate of the school. Variations are also seen on the organizational climate of different types of the school. Present study dealt with organizational climate of secondary schools of Anand city.

REFERENCES

[1]. Ansari, R.K.(2008). *A study of organizational climate of granted and non granted schools of Vadodara city,* unpublished M.Ed. Dissertation,CASE, Vadodara: The M.S.Uni. of Baroda.

[2]. Chaudhari,R.N.(1979). A study of school organizational climate, relationship between principal effectiveness and teacher satisfaction, Shah,D.B. *Educational research survey(*1978-2009), Surat:Pramukh prakashan.

[3]. Halpin, A.W.& Croft,D.B.(1963). The organizational climate of schools, in Ansari, R.K.(2008). *A study of organizational climate of granted and non granted schools of Vadodara city,* unpublished M.Ed. Dissertation,CASE, Vadodara: The M.S.Uni. of Baroda.

[4]. Halpin, A.W.(1969).in Sharma,M.L.(1973). *An investigation into organizational climate of secondary schools of Rajasthan,* unpublished Ph.D.Thesis, CASE, Vadodara: The M.S.Uni. of Baroda.

[5]. Getzels, J.W.& Guba,E.G.(1957).in Sharma,M.L.(1973). *An investigation into organizational climate of secondary schools of Rajasthan,* unpublished Ph.D.Thesis, CASE, Vadodara: The M.S.Uni. of Baroda.

[6]. Gohel, K.L.(1979). A study of relationship between organizational climate and personality of principal of Bharuch and Jambusar taluka, Shah,D.B. *Educational research survey(*1978-2009), Surat:Pramukh prakashan.

[7]. Patel,D.J.(1979). A study of organization institutional climate of secondary schools of Valsad taluka with respect to certain variables, Shah,D.B. *Educational research survey(*1978-2009), Surat:Pramukh prakashan.

[8]. Sharma,M.L.(1973). *An investigation into organizational climate of secondary schools of Rajasthan,* unpublished Ph.D.Thesis, CASE, Vadodara: The M.S.Uni. of Baroda.

[9]. Stern, (1960). High school characteristics index form, Syracuse: Syracuse university psychological research centre.