



A STUDY ON ORGANIZATIONAL CLIMATE AMONG HIGHER SECONDARY SCHOOL TEACHERS IN THANJAVUR EDUCATIONAL DISTRICT

G. Gowsalya¹ & M. Anbuezhian², Ph. D.

¹*M. Ed., Scholar, Government College of Education, Pudukkottai-Tamilnadu-State*

²*Principal (FAC), Government College of Education, Pudukkottai-Tamilnadu-State*

Emil: anburohit123@gmail.com

Abstract

The present study deals with organizational climate among higher secondary school teachers. Survey method is used for the present study. The sample consists of 150 sample higher secondary school teachers in Thanjavur educational district. The tool used is Organizational Climate Scale(OCS).The study reveals that there is significant difference in the organizational climate among higher secondary school teachers.



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

INTRODUCTION:

Education is meant to bring up or lead out and make or manifest the inherent potentials of a pupil. Education is referred to any act or experience that has a formulates effect on the personality of an individual. The experience includes all the life experiences through its different institutions deliberately transmitted its cultural heritage to its young. Education is a product of experiences and their reorganization. It constructs the experience, which adds to the meaning of experience, and while increases the ability to direct the course of subsequent experiences. Different disciplines of study provide experiences, which differ in their kind and intensity.

The demands from science vary from time to times. There has been or great explosion of knowledge during the last few decades. The main tasks of education in a modern society are to keep pace with the rate of increasing knowledge and this knowledge cannot be received passively. The main account in education should be on the awakening of curiosity, the simulations of creativity, the development of proper interests, attitudes and values and building of essential skills such as independent study, capacity to think, judge for oneself etc.

Education is the key to all processes of development especially human development. Catalytic action of education in this complex and dynamic growth process needs to be planned meticulously and executed with great sensitivity. Education is fundamental to all-

round development of human potential-material and spiritual. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit thus furthering to goal of socialism, secularism and democracy enshrined in our contribution.

NEED FOR THE STUDY:

In the present educational scenario, there is a shift from, the teacher-centered system to learner centered so teachers are facing many emotional problems that leads many psychological and personal problems to the teachers. The teachers and parents should understand the development of organizational climate among the school teachers and its impact on their academic, personal and psycho-social development. Therefore, the present study has high need of the hour.

OBJECTIVES OF THE STUDY:

The investigator of the present study framed the following objectives:

1. To find out the organizational climate level of the Higher Secondary School Teachers in Thanjavur Educational District, Tamil Nadu.
2. To find the variation in the organizational climate level of the higher secondary school teachers due to certain personal and demographic variables.
 - a. Gender [Male / Female]
 - b. Locality [Rural / Urban]
 - c. Course [Arts / science]
 - d. Married [Yes / No]

HYPOTHESES OF THE STUDY:

The investigator of the present study framed the following hypotheses based on the objectives framed earlier:

1. There is no significant difference between male and female teachers with respect to organizational climate.
2. There is no significant difference between rural and urban teachers with respect to organizational climate.
3. There is no significant difference between arts and science teachers with respect to organizational climate.
4. There is no significant difference between married and unmarried teachers with respect to organizational climate.

SAMPLE OF THE STUDY:

The present study consists of 150 teachers working in higher secondary school teachers in Thanjavur Educational District of Tamil Nadu. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population. The proportionate weightage was given to various sub-sample.

TOOLS USED:

The general type of data gathering instrument used in survey research is called 'questionnaire' through which respondents respond to statements given in the questionnaire. It is used to collect factual information from the target population. Investigators consider four basic standards of survey questionnaire. They are as follows:

1. Mode of presentation of items in the questionnaire
2. Common items for all individual respondents
3. Ability to respond the item by the respondents and
4. Willing to respond the items in the questionnaire (Floyd Fowler, 1989).

The survey research, the type of the question and mode of responding the items are important to obtain appropriate response. In the present study, close ended type of questionnaires are used as they are easy to use, score and code for analysis on a computer.

The following standardized research tools were used the tools are originally developed by Santhappan (1987).

1. Organizational Climate Questionnaire (OCQ)
2. Personal Data Sheet (PDS)

Table-1 Difference between boys and girls the means of higher secondary in their organizational climate.

Boys(N=75)		Girls(N=75)		Calculated Value of 't'	Level of Significance
Mean	S.D	Mean	S.D		
94.28	18.56003	89.09333	11.54097	2.0552	Significant

In order to find out the significant mean difference between male and female teachers in organizational climate score, the investigator calculated 't' value. It is found to be 2.0552 which is significant at 0.05 level. Hence, the framed null hypothesis is rejected. It is inferred that male and female teachers differ significantly in their organizational climate.

Table-2 Difference between rural and urban the means of higher secondary in their organizational climate.

Rural(N=80)		Urban(N=70)		Calculated Value of 't'	Level of Significance
Mean	S.D	Mean	S.D		
88.675	11.48337	95.12857	18.79864	2.5882	Significant

In order to find out the significant mean difference between rural and urban teachers in organizational climate score, the investigator calculated 't' value. It is found to be 2.5882 which is significant at 0.05 level. Hence, the framed null hypothesis is rejected. It is inferred that rural and urban teachers differ significantly in their organizational climate.

Table-3 Difference between arts and science the means of higher secondary in their organizational climate.

Arts(N=63)		Science(N=87)		Calculated Value of 't'	Level of Significance
Mean	S.D	Mean	S.D		
89.53968	12.3417	93.24138	17.52471	1.4481	Not Significant

In order to find out the significant mean difference between arts and science teachers in organizational climate score, the investigator calculated 't' value. It is found to be 1.4481 which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted. It is inferred that arts and science teachers do not differ significantly in their organizational climate.

Table-4 Difference between married and unmarried the means of higher secondary in their organizational climate.

Married(N=114)		Unmarried(N=36)		Calculated Value of 't'	Level of Significance
Mean	S.D	Mean	S.D		
92.41593	16.4364	88.86111	12.3962	1.1938	Not Significant

In order to find out the significant mean difference between married and unmarried teachers in organizational climate score, the investigator calculated 't' value. It is found to be 1.1938 which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted. It is inferred that married and unmarried teachers do not differ significantly in their organizational climate.

Table-5 Organizational Climate of higher secondary school teachers inthanjavur educational district.

Over all	N	Mean	S.D	Meadian	interpretation
Organizational Climate	150	91.68667	15.62056	100	low

From the above table-5, it is found that the higher secondary school teachers in thanjavur educational district have low organizational climate.

MAJOR FINDINGS OF THE STUDY:

The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation.

1. Male and female teachers differ significantly in their organizational climate.
2. Rural and Urban area teachers differ significantly in their organizational climate.
3. Arts and science school teachers do not differ significantly in their organizational climate.
4. Married and unmarried teachers do not differ significantly in their organizational climate.
5. The organizational climate of school teachers working in thanjavur educational district is low level.

CONCLUSION:

The present study reveals that the higher secondary school teachers are having low level of organizational climate and irrespective of sub samples are also have low level of organizational climate. All the sub samples of this present study significant(male and female, rural and urban) and do not show significant (arts and science, married and unmarried) difference in the organizational climate.

REFERENCES:

Psychological Review, 1943, vol.60
Journal of Applied psychology, 1982, vol.69
Miner john B. (1982), Theories of organizational climate and process, Chicago, Dryden press.
William Tyler, (1988) school organizational-A sociological perspective, London, Croom Helm.