

A Study on Organizational Climate in High Schools in Selected Southern Districts of Tamil Nadu

Mr. M. Thavasi,

Ph.D. Research Scholar, Department of Pedagogical Sciences, Tamil Nadu Teachers Education University, Karapakkam, Chennai, Tamil Nadu.

Dr. P. C. Naga Subramani,

Associate Professor, Department of Pedagogical Sciences, Tamil Nadu Teachers Education University, Karapakkam, Chennai, Tamil Nadu.

ABSTRACT

In context of schools, organizational climate is the view point of teachers about the working atmosphere of the schools and its features and it is affected by informal and formal arrangements, personalities of teachers and headmasters and leadership. The results elucidate that significant difference is there amongst profile of high school teachers and organizational climate in high schools excluding age group and education of high school teachers. The organizational climate in high schools is positively, significantly and moderately related with problem solving ability of high school teachers. Hence, high school teachers should accomplish their work with pleasure and vigour and they must show spirit their teaching. High school teachers should be provided with all facilities in high schools and they must be interactive and cooperative with their colleagues and headmasters. Headmasters of high school teachers should assist in improving subject matter among high school teachers and they must help to solve their problems.

Key Words: High School Teachers, Organizational Climate, Problem Solving Ability

1. INTRODUCTION

Organizational climate is the insight of people those working in the organizations about their different features of atmosphere in the organizations (Owens and Valesky, 2015). Organizational climate is the qualitative aspects of internal atmosphere in the organizations witnessed by their employees that is affecting their work place behaviour which is portrayed by the values of organizational features (Taguiri and Litwin, 2010). Organizational climate is

viewed by views of employee working in the organizations and also relation among behaviour of management and activities of organizations (Bhagat and Steers, 2012). Organizational climate is highly essential for smooth function of organizations and it is affecting motivation and performance of employees and effectiveness of organizations (Miner, 2015).

In context of schools, organizational climate is the view point of teachers about the working atmosphere of the schools and its features (Adeogun and Olisaemeka, 2011) and it is affected by informal and formal arrangements, personalities of teachers and headmasters and leadership. Organizational climate is differing from one to another school and it is influencing behaviour of teachers and headmasters and school administrators (Kutsyuruba et al 2015). The school heads or headmasters are primarily responsible for creating good and favourable climate for teachers and students. At the same time, school administrators and teachers are also strongly influencing organizational climate in schools and it is impacting encouragement, creativity, teaching effectiveness (Babu and Kumari, 2013) and problem solving ability of high school teachers. Hence, it is necessary to study organizational climate in high schools.

2. REVIEW OF RELATED LITERATURE

Fabregar (2021) found that public high school administrators and headmasters were properly guiding their school teachers and there were creating a good and positive organizational climate in their schools and they were helping their teachers to complete and excel in their jobs and public high school teachers were cooperative and responsible in carrying out their respective jobs.

Beri et al (2020) concluded that secondary school teachers were having good organizational climate in their secondary schools and no significant difference existed among organizational climate and their academic optimism and it had positive and significant relation with their professional commitment.

Njoku and Modebelu (2019) revealed that public secondary school teachers were having low degree of organizational climate and no significant difference existed in organizational climate amongst principals and teachers and it had positive influence on teaching performance of secondary school teachers.

Pratami et al (2018) found that junior high school teachers were having moderate level of organizational climate in their schools. Supervision of principals and organizational

A Study on Organizational Climate in High Schools in Selected Southern Districts of Tamil Nadu

climate were positively and significantly influencing performance of junior high school teachers.

Vedavathi (2017) concluded that secondary school teachers were having moderate level of organizational climate and significant difference existed in organizational climate amongst various types of schools and no significant difference existed amongst organizational climate and work values of principals of secondary school.

Gemnafle et al (2016) revealed that school teachers were possessing good organizational climate and good and favourable organizational school climate had encouraged and improved performance of school teachers and it was positively related with time, mind, professionalism and professional commitment of school teachers.

Kumar and Singh (2015) found that secondary school teachers had moderate degree of organizational climate in their schools and significant difference existed in organizational climate among gender of secondary school teachers and no significant relation existed among organizational climate and adjustment of secondary school teachers.

3. OBJECTIVES OF THE STUDY

1. To examine difference amongst organizational climate in high schools and gender and age group of high school teachers.
2. To study difference amongst organizational climate in high schools and education, medium of teaching and type of school of high school teachers.
3. To analyze relation amongst organizational climate in high schools and problem solving ability of high school teachers.

4. HYPOTHESES OF THE STUDY

1. There is no difference amongst organizational climate in high schools and gender and age group of high school teachers.
2. There is no significant difference amongst organizational climate in high schools and education, medium of teaching and type of school of high school teachers.
3. There is no significant relation amongst organizational climate in high schools and problem solving ability of high school teachers.

5. METHODOLOGY

The present study is conducted in Madurai, Virudhunagar and Thoothukudi districts in South Tamil Nadu. Random sampling method is adopted for selection of high school teachers and data are collected from 505 high school teachers through survey method. Percentages are used to study profile of high school teachers. Mean, standard deviation, t-test and ANOVA tests are applied to examine difference amongst profile of high school teachers and organizational climate in high schools. Correlation analysis is carried out analyze relation amongst organizational climate in high schools and problem solving ability of high school teachers.

6. RESULTS

6.1. PROFILE OF HIGH SCHOOL TEACHERS

The profile of high school teachers is shown in Table-1.

Table-1. Profile of High School Teachers

Profile	Number(n=505)	Percentage
Gender		
Male	286	56.63
Female	219	43.37
Age Group		
25 – 35 Years	132	26.14
36 – 45 Years	268	53.07
46– 55 Years	105	20.79
Education		
UG with B.Ed.	167	33.07
PG with B.Ed.	204	40.40
PG with M.Ed.	134	26.53
Medium of Teaching		
English	289	57.23
Tamil	216	42.77
Type of School		
Government	192	38.02
Government Aided	111	21.98
Private	202	40.00

A Study on Organizational Climate in High Schools in Selected Southern Districts of Tamil Nadu

The results clarify that 56.63 per cent of high school teachers are males, while, 43.37 per cent of them are females and 53.07 per cent of them are belonging to age group of 36 – 45 years, while, 20.79 per cent of them are belonging to age group of 46– 55 years. The results demonstrate that 40.40 per cent of them are holding PG with B.Ed., while, 26.53 per cent of them are holding PG with M.Ed. and 57.23 per cent of them are teaching in Tamil medium, while, 42.77 per cent of them are teaching in English medium and 40.00 per cent of them are working in private schools, while, 21.98 per cent of them are working in Government aided schools.

6.2. PROFILE OF HIGH SCHOOL TEACHERS AND ORGANIZATIONAL CLIMATE IN HIGH SCHOOLS

The difference amongst profile of high school teachers and organizational climate in high schools is shown as below.

6.2.1. Gender and Organizational Climate

The difference amongst gender of high school teachers and organizational climate is shown in Table-2.

Table-2. Gender and Organizational Climate

Gender	N	Mean	Standard Deviation	t-value	Significance
Male	286	146.45	11.26	2.139*	.033
Female	219	149.07	16.27		

*Significance in 5% level

Mean value for organizational climate in high schools is 149.07 for female high school teachers and it is 146.45 for male high school teachers and it reveals that organizational climate is better for female high school teachers than male.

The t- value is 2.139 and it elucidates that significant difference is there amongst gender of high school teachers and organizational climate. Consequently, the null hypothesis is rejected.

6.2.2. Age Group and Organizational Climate

The difference amongst age group of high school teachers and organizational climate is shown in Table-3.

Table-3. Age Group and Organizational Climate

Age Groups	N	Mean	Standard Deviation	F-value	Significance
25 – 35 Years	132	147.65	14.63	0.208 ^{NS}	.812
36 – 45 Years	268	147.28	13.34		
46– 55 Years	105	148.30	13.50		

^{NS} Not Significance

Mean value for organizational climate in high schools is varying from 148.30 for high school teachings belonging to age group of 46– 55 years to 147.28 for high school teachings belonging to age group of 36 – 45 years and it reveals that organizational climate is better for high school teachings belonging to age group of 46– 55 years than other age groups.

The F- value is 0.208 and it elucidates that no significant difference is there amongst age group of high school teachers and organizational climate. Consequently, the null hypothesis is accepted.

6.2.3. Education and Organizational Climate

The difference amongst education of high school teachers and organizational climate is shown in Table-4.

Table-4. Education and Organizational Climate

Education	N	Mean	Standard Deviation	F-value	Significance
UG with B.Ed.	167	147.17	13.56	0.339 ^{NS}	.713
PG with B.Ed.	204	147.39	13.11		
PG with M.Ed.	134	148.41	14.78		

^{NS} Not Significant

Mean value for organizational climate in high schools is varying from 148.41 for high school teachings holding PG with M.Ed. to 147.17 for high school teachings holding UG with B.Ed. and it reveals that organizational climate is better for high school teachings holding PG with M.Ed. than other educations.

A Study on Organizational Climate in High Schools in Selected Southern Districts of Tamil Nadu

The F- value is 0.339 and it elucidates that no significant difference is there amongst education of high school teachers and organizational climate. Consequently, the null hypothesis is accepted.

6.2.4. Medium of Teaching and Organizational Climate

The difference amongst medium of teaching of high school teachers and organizational climate is shown in Table-5.

Table-5. Medium of Teaching and Organizational Climate

Medium of Teaching	N	Mean	Standard Deviation	t-value	Significance
English	289	145.76	13.68	3.498**	.001
Tamil	216	150.03	13.37		

**Significance in 1% level

Mean value for organizational climate in high schools is 150.03 for high school teachers teaching in Tamil medium and it is 145.76 for high school teachers teaching in English medium and it reveals that organizational climate is better for high school teachers teaching in Tamil medium than English.

The t- value is 3.498 and it elucidates that significant difference is there amongst medium of teaching of high school teachers and organizational climate. Consequently, the null hypothesis is rejected.

6.2.5. Type of School and Organizational Climate

The difference amongst type of school of high school teachers and organizational climate is shown in Table-6.

Table-6. Type of School and Organizational climate

Type of School	N	Mean	Standard Deviation	F-value	Significance
Government	192	142.81	12.71	36.012**	.000
Government Aided	111	155.80	13.56		
Private	202	147.61	12.55		

**Significance in 1% level

Mean value for organizational climate in high schools is varying from 155.80 for high school working in Government aided schools to 142.81 for high school working in Government schools and it reveals that organizational climate is better for high school working in Government aided schools than other type of schools.

The F- value is 36.012 and it elucidates that significant difference is there amongst type of school of high school teachers and organizational climate. Consequently, the null hypothesis is rejected.

6.3. RELATION AMONGST ORGANIZATIONAL CLIMATE IN HIGH SCHOOLS AND PROBLEM SOLVING ABILITY OF HIGH SCHOOL TEACHERS

The correlation analysis is carried out to analyze relation amongst organizational climate in high schools and problem solving ability of high school teachers and the result is shown in Table-7.

Table-7. Organizational Climate in High Schools and Problem Solving Ability of High School Teachers

Particulars	Correlation Coefficient
Organizational Climate in High Schools and Problem Solving Ability of High School Teachers	0.51 ^{**}

^{**}Significance in 1% level

The correlation coefficient amongst organizational climate in high schools and problem solving ability of high school teachers is 0.51 and it explains that they are positively, significantly and moderately related with other. Consequently, the null hypothesis is rejected.

7. CONCLUSION

The foregoing analysis elucidates that significant difference is there amongst profile of high school teachers and organizational climate in high schools excluding age group and education of high school teachers. The organizational climate in high schools is positively, significantly and moderately related with problem solving ability of high school teachers. Hence, high school teachers should accomplish their work with pleasure and vigour and they must show spirit their teaching. High school teachers should be provided with all facilities in high schools and they must be interactive and cooperative with their colleagues and headmasters. Headmasters of high school teachers should assist in improving subject matter among high school teachers and they must help to solve their problems.

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