

# Organizational Climate of High Schools in Andhra Pradesh

<sup>1</sup>P.V. Babu & <sup>1</sup>D. Srinivas Kumar

<sup>1</sup>Assistant Professor, Gold Field College of Education, Bangarpet. Kolar district, Karnataka (India)

<sup>2</sup>Dean, School of Education and HRD, Dravidian University, Srinivasavanam, Kuppam, Chittoor District Andhra Pradesh (India)

---

## ARTICLE DETAILS

### Article History

Published Online: 10 June 2019

### Keywords

School Organizational Climate, High School.

### \*Corresponding Author

Email: dsrinivaskumar[at]rediffmail.com

---

## ABSTRACT

*Organizational climate of an institution refers to an interpersonal relationship with in the group (staff/teachers) and between the group and its leaders/principal. The purpose of the present investigation is to know the organizational climate of high schools situated in Andhra Pradesh. Descriptive survey method has been used. 250 high school teachers have been selected for the study by using simple random sampling technique. The School organizational climate was considered as criterion variable and gender and type of management have been considered as background variables. The School Organizational Climate Description Questionnaire (SOCDDQ) developed by Sharma (1972) has been used for achieving the objective of the study. The 't' test result shows that there is no significant difference in teachers perceived organizational climate of high schools due to variation in the gender and type of management. In the light of the findings of the present study, it has been indicated that the school organizational climate is the influential factor for teachers for better job satisfaction and it is also affect on their leadership effectiveness.*

---

## 1. Introduction

School is considered as an agency of Education and it functions in an organized manner in which the headmaster, teachers, students, and others interact with each other one-to-one or in groups and as a result of such interactions organizational climate becomes manifested. Organization is considered as a system. Cornell (1955) referred to organizational climate of a school as a delicate blending of interpretation by persons in the organization of their jobs or roles in relationship to others and their interpretations of the roles of others in the organization. As Schneider and Snyder (1975) puts it, the organizational climate is the summary perception, which people have about an organization. Therefore, it is perceived as a global expression in terms of organizational climate of a school.

In the context of school as an Education provider, its organizational climate and culture plays crucial role in its improvement. Barnard (1965) considered the organizational culture as a social fiction created by individuals to give meaning to their work and to their lives. Deal (1993) perceived school culture and school improvement as opposing factors but the function of organizational culture is to provide stability to school improvement leaning towards large-scale change. Such change could be resulted through careful planning (Quinn, 1980). Allen (1985) felt that although organizational climate and culture may be important to some organizational improvement processes, however, they are not applicable to others.

Sathe (1985), Wilkins and Patterson (1985) have questioned the extent to which attempting to make a major cultural change is worth the time, costs, and risks associated with that process. In a major way, most modern theorists and reflective practitioners of school improvement recognize the important roles played by organizational culture and climate in the change process. Organizational climate in an institution means an interpersonal relationship with the group (staff) and

between the group and its leaders (principal / headmaster). The headmaster holds the central position in the school. The character of the school reflects and proclaims the character of the head master. Good or bad school depends upon the headmaster. Headmaster is obliged to function as the leader of the team of teachers by enlisting their co-operation and also giving full support to them as is required. In the current investigation, organizational climate is considered as per the definition of Cornell (1955) and Argyris (1958) in which they explained organizational climate in terms of interaction among persons in the organization, and they isolated and discussed briefly the variables which they believed have an effect on this interaction of mutually interdependent as well as dependent parts. Further, organizational climate is considered as the conditions that prevail in the school which will have an impact on the functioning of the school. The conditions that are congenial for proper functioning of the school and making the results of the education fruitful is termed as high and the conditions that are not congenial are termed as low organizational climate. Keeping in view these aspects, an attempt is made in the present study to know the school organizational climate with regard to gender and type of management perceived by secondary school teachers.

## 2. Objective

To analyse the school organizational climate of high schools with reference to gender of high school teachers and management of schools under which these teachers are working.

## 3. Hypotheses

The following hypotheses have been formulated for the present investigation on the basis of the aforementioned objectives.

- There is no significant difference in the School Organizational Climate of high schools due to variation in the gender of the teachers.
- There is no significant difference in the School Organizational Climate of high schools because of variation in managements of school under which teachers are working.

#### 4. Methodology

Descriptive survey method has been used in the present study. School organizational climate has been considered as dependent variable. Gender, and type of management have been considered as background variables.

#### 5. Sample

250 high school teachers working in Chittoor district of Andhra Pradesh state have been selected by means of simple random sampling technique.

#### 6. Tool

The School Organizational Climate Description Questionnaire (SOCQDQ) (Sharma, 1972) has been used in present study for collection data. It has eight dimensions, namely, disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, thrust and consideration. There are 64 Likert type items distributed over eight dimensions (sub-test) as mentioned above. The respondents are asked to indicate the extent to which each statement characterizes their school defined by four categories, namely, rarely occurs; sometimes occurs; often occurs; very frequently occurs. For scoring, these four categories of responses are assigned four successive integers namely 1, 2, 3, and 4 respectively. The reliability of the scale was found 0.85 by test-retest method.

#### 7. Results and Discussion

The collected data has been analyzed by computing t-test and the results are shown below in the following table.

**Table 1:** Showing the t-test value for finding out the School Organizational Climate due to variations in gender of teachers and types of management under which they work.

Variable and Groups		N	Mean	Standard Deviation	t-test value	level of significance
Gender	Male	173	18.450	2.707	0.652	NS
	Female	77	18.233	2.299		
Type of Management	Government	136	18.455	2.555	0.478	NS
	Private	114	18.298	2.630		

<sup>NS</sup>Not Significant at 0.05 level

From the above table, it can be seen that, the obtained t-test value of 0.652 is lesser than the table value 1.97 at 0.05 level of significance. So, the null hypothesis is accepted that there is no significant difference in teachers' perceived organizational climate of high schools due to variation in the gender of school teachers. The above table also shows that, the obtained t-test value of 0.478 is lesser than the table value 1.97 at 0.05 level of significance. So, the null hypothesis is accepted that there is no significant difference in teachers' perceived organizational climate of high schools due to variation in the types of their management.

Null hypotheses have been accepted in both cases, namely, gender of teachers, and types of management of school under which teachers are working versus organizational climate. Organizational climate refers to the relationship between the principal and his / her teachers and vice-versa. No difference in both hypotheses may be attributed to factors like equal educational levels between male and female teachers and also between male and female principals and ways of perception and handling of various contexts and processes that

happen in their respective schools. As a result of such factors there appears to prevail healthy, coherent, homogeneity, and similarity in relationships between heads of schools and teachers. Hence, occurrence of such results.

#### 8. Conclusion

It was concluded that there is no significant difference in teachers' perceived organizational climate of high schools due to variation in the gender and type of management. In the light of the findings of the present study, it has been indicated that the school organizational climate is the influential factor for teachers for better job satisfaction and it is also affect on their leadership effectiveness. This study may also be helpful to the authorities of educational institutions. Administrative authorities may also realize the importance of the Organizational climate of teachers.

#### Acknowledgements:

*The authors of the present article are highly grateful to all authors and sources of information.*

#### References

1. Allen, R. F. (1985). "Four phases for bringing about cultural change". In R. H. Kilman, M.J. Saxton, and R. Serpa (Eds.), "Gaining control of the corporate culture", (pp. 332-350). San Francisco: Jossey-Bass.
2. Barnard, C. (1938). "The functions of the executive.", Cambridge, MA: Harvard University Press.
3. Bernard M. Bass (1965), "Leadership Psychology and Organizational Behaviour." New York, Harper and Row New York Evanston and London INC Tokyo.

4. Cornell BM. (1955). "A study of International Journal of Advanced Education and Research 110 organizational climate in relation to the leadership behaviour and self concept of principals in the primary and secondary schools of Kerman city (Iran)". Ph.D. (unpublished), Panjab University, Department of Education.
5. Deal, T. E. (1993). "The culture of schools. In M. Shaskin and H. J. Walberg (Eds.), Educational leadership and school culture I (pp. 3 – -18). Berkeley, CA: McCutchan Publishing Company.
6. Koul, Lokesh (2003). Methodology of Educational Research, Vikas Publishing House Pvt. Ltd., New Delhi.
7. Lambertz, L. (2002). Educational Leadership. *Beyond Instructional Leadership*, 59(8), 37-40.
8. Marzano, R.J., Waters, T., and McNulty, B.A. (2005). School Leadership that works: From Research to Results. *Alexandria, VA: ASCD*.
9. Sathe, V. (1985). How to decipher and change corporate culture. In R. H. Kilman, M.J. Saxton, and R. Serpa (Eds.), Gaining control of the corporate culture (pp. 230-261).
10. Wilkins, A.L., and Patterson, K. J. (1985). You can't get there from here: What will make culture-change projects fail. In R. H. Kilman, M. J. Saxton, and R. Serpa (Eds.), Gaining control of the corporate culture, (pp. 262-291). San Francisco: Jossey-Bass, pp. 262-291.