

# ATTITUDE TOWARDS ORGANIZATIONAL CLIMATE OF THE HIGHER SECONDARY TEACHERS

**Dr.R.MUTHAIYAN, Assistant Professor, Department of Education and Management, Tamil University, Thanjavur.**

## **ABSTRACT:**

The present study focuses on the Attitude towards Organizational Climate of the higher secondary teachers. The investigator used the random sampling technique for this study. The findings of this study are: i) Male teachers have high attitude level of Organizational Climate when compared to Female teachers, ii) There is no significant difference in mean scores of Organizational Climate with respect to Religion, iii) Tamil medium teachers had good Organizational Climate when compared to English medium teachers, iv) There is no significant difference in mean scores of Organizational Climate with respect to School Management, v) There is no significant difference in mean scores of Organizational Climate with respect to Family type, vi) There is no significant difference in mean scores of Organizational Climate with respect to Father's Occupation, and vii) There is no significant difference in mean scores of Organizational Climate with respect to Mother's Occupation.

**Key Words:** Attitude, Climate, Organizational Climate, Teachers, Higher Secondary Teachers.

## **ORGANIZATIONAL CLIMATE**

Teachers are vital pillars of the educational system of every nation. They are considered to be the Nation Builders. To execute such a heavy task they have to be physically, mentally, economically and socially balanced. Only then can they offer an efficient teaching and learning progression. Teaching requires effective as well as qualitative development for the betterment of learners. At present it is felt that there is a decline in the quality of teaching. Recent research in the field of education reflects that however the quality, ability, dedication and vow in teachers are showing upward trends, they are not being able to liberate their duties in a right manner. It has been observed that in an educational institution where all the facilities are the proper ones, teachers are competent, yet the results are of mediocre level whereas institutions with fewer facilities create better results. In an institutional organization, the system of managerial hierarchies and controls, examination and centralized planning for school reforms, all currently confine the autonomy of the teacher. For the teacher to be effective a convinced amount of autonomy should be provided so that he/she should be able to meet the diverse needs of children. In the same way in which the learner requires gap, freedom, flexibility and esteem, the teacher requires the same. The teachers should not only obtain orders, but his views and ideas should also be heard by his superiors and colleagues, who often take decisions that affect the instant organizational climate in the institution. The teachers and the head must share a relationship based on equal opportunity and shared respect to create a better and positive organizational climate.

## **STATEMENT OF THE PROBLEM**

The investigator attempts the study "Attitude towards Organizational Climate of the higher secondary teachers".

## **NEED AND SIGNIFICANCE OF THE STUDY**

Organizational climate can be defined as shared perceptions or prevailing organizational norms for conducting place of work activities. The term organizational climate to the psychological conditions existing in the organization refers to behaviors, attitudes, and feelings that are general there. Organizational climate influences to a great degree the performance of the employees because it has a chief impact on motivation of individual employees. Organizational climate determines the work environment in which the employee feels satisfied or dissatisfied. Since satisfaction determines or influences the efficiency of the employees, we can state that organizational climate is directly related to the efficiency and presentation of the employees. The factors that can be observed and measured are called overt factors and the factors that are not visible and quantifiable are called covert factors. Overt factors organizational climate are Hierarchy, Financial resources, Goals of organizations, Skills and abilities of personnel, Technological state, Performance standards and Efficiency measurement. Covert factors of organizational climate are Attitudes, Feelings, Values, Norms, Interaction, Supportiveness and Satisfaction. The techniques that are generally helpful in improving the climate of the

organization are Effective Communication System, Concern for people, and Technological changes. A climate that favors risk taking will encourage employees for test and exchange unusual knowledge and ideas. Participation is a very effective tool to develop sound organizational climate. More satisfied employees possess some personality characteristics that are likely to be reflected in good work performance, self-efficacy and locus of control. An atmosphere of cooperation opens access among group members and creates individual motivation to exchange knowledge with group members resulting in more productivity. So the managements of schools should strive to create a congenial organizational climate in the schools.

### **DESIGN OF THE STUDY**

Descriptive method of study was thought to be appropriate to analyze the impact of Organizational Climate of teachers as related to the selected variables.

### **SAMPLE**

207 higher secondary teachers constituted the sample drawn from 26 higher secondary schools from Thiruvannamalai district in Tamil Nadu. Random sampling was used to select the sample.

### **TOOLS FOR THE STUDY**

The tool is an instrument, which is used to collect data from the sample. The Organizational climate of the adolescents was measured using "Organizational climate Scale" standardized and constructed by Somveer (2020). This profile has been modified in terms of language and content wherever necessary.

### **COLLECTION OF DATA**

The investigator contacted the Head Master and Principal of the selected schools and permission was obtained. The investigator requested higher secondary teachers to fill the tool. The time taken by the teachers for filling in the profile was around 30 minutes.

### **ANALYSIS OF DATA**

After data collected and classified it was subjected to statistical tests of significance using SPSS package for testing the hypotheses formulated by the investigator. The following methods of analysis were used,

- i. Descriptive Analysis (Mean, Standard Deviation)
- ii. Differential Analysis (t-value, F-ratio)

### **LIMITATIONS OF THE STUDY**

1. Present study is confined to higher secondary teachers in Thiruvannamalai District
2. The present study was primarily questionnaire based and such studies have its own inherent limitations.
3. The study was confined to only 26 higher secondary schools from Thiruvannamalaistrict.
4. The main objective of the study is to find out the Organizational Climate was considered.

### **OBJECTIVES OF THE STUDY**

1. To study whether there is any significant difference in Organizational Climate of teachers belonging to different groups based on
  - i. Gender
  - ii. Religion
  - iii. Medium of Instruction
  - iv. School Management
  - v. Family Type
  - vi. Father's Occupation
  - vii. Mother's Occupation

### **HYPOTHESES OF THE STUDY**

1. There is no significant difference in mean scores of Organizational Climate with respect to Gender.
2. There is no significant difference in mean scores of Organizational Climate with respect to Religion
3. There is no significant difference in mean scores of Organizational Climate with respect to Medium of Instruction
4. There is no significant difference in mean scores of Organizational Climate with respect to School Management
5. There is no significant difference in mean scores of Organizational Climate with respect to Family type

6. There is no significant difference in mean scores of Organizational Climate with respect to Father's Occupation
7. There is no significant difference in mean scores of Organizational Climate with respect to Mother's Occupation

### HYPOTHESIS WISE ANALYSIS

Further the data was subjected to appropriate statistical analysis for testing the Hypothesis.

H 1 - There is no significant difference in mean scores of Organizational climate with respect to Gender.

Variables	Male (1)		Female (2)		t- Value	Level of Significance
	Mean	S.D	Mean	S.D.		
Organizational climate	109.46	18.092	104.34	15.717	2.180	0.05 level

The tabulated value of t was 1.96 at 0.05 level and 2.58 at 0.01 level.

The calculated value of t in Organizational climate was 2.180, it was greater than the tabulated value. Hence the null hypothesis was rejected for Organizational climate with respect to Gender.

Thus

- There is significant difference in mean scores of Organizational climate with respect to Gender.

H 2 - There is no significant difference in mean scores of Organizational climate with respect to Religion.

Variables	Christian (1)		Hindu (2)		Muslim (3)		F- Ratio	Level of Significance	Groups Differed Significantly
	Mean	S.D	Mean	S.D.	Mean	S.D.			
Organizational climate	101.56	16.789	107.57	16.713	107.85	18.002	1.203	Not Significant	Nil

The tabulated value of F was 2.99 at 0.05 level and 4.60 at 0.01 level.

The calculated value of F in Organizational climate was 1.203, It was lesser than the tabulated value. Hence the null hypothesis was accepted for Organizational climate with respect to Religion.

Thus

- There is no significant difference in mean scores of Organizational climate with respect to Religion.

H 3 - There is no significant difference in mean scores of Organizational climate with respect to Medium of Instruction.

Variables	Tamil (1)		English (2)		t- Value	Level of Significance
	Mean	S.D	Mean	S.D.		
Organizational climate	109.46	16.550	101.72	16.770	3.210	0.01 level

The tabulated value of t was 1.96 at 0.05 level and 2.58 at 0.01 level.

The calculated value of t in Organizational climate was 3.210, it was greater than the tabulated value. Hence the null hypothesis was rejected for Organizational climate attitude with respect to Medium of Instruction.

Thus

- There is significant difference in mean scores of Organizational climate with respect to Medium of Instruction.

H 4 - There is no significant difference in mean scores of Organizational climate with respect to School Management.

Variables	Government (1)		Aided (2)		Private (3)		F-Ratio	Level of Significance	Groups Differed Significantly
	Mean	S.D	Mean	S.D.	Mean	S.D.			
Organizational climate	108.35	16.422	111.19	16.759	101.72	16.770	1.549	Not Significant	Nil

The tabulated value of F was 2.99 at 0.05 level and 4.60 at 0.01 level.

The calculated value of F in Organizational climate was 1.549. It was lesser than the tabulated value. Hence the null hypothesis was accepted for Organizational climate with respect to School Management.

Thus

- There is no significant difference in mean scores of Organizational climate with respect to School Management.

H 5 - There is no significant difference in mean scores of Organizational climate with respect to Family type.

Variables	Nuclear (1)		Joint (2)		t- Value	Level of Significance
	Mean	S.D	Mean	S.D.		
Organizational climate	105.80	16.886	108.59	17.217	1.101	Not Significant

The tabulated value of t was 1.96 at 0.05 level and 2.58 at 0.01 level.

The calculated value of t in Organizational climate was 1.101, it was lesser than the tabulated value. Hence the null hypothesis was accepted for Organizational climate with respect to Family type.

Thus

- There is no significant difference in mean scores of Organizational climate with respect to Family type.

H 6 - There is no significant difference in mean scores of Organizational climate with respect to Father's Occupation.

Variables	Government (1)		Private (2)		Business (3)		Others (4)		F-Ratio	Level of Significance	Groups Differed Significantly
	Mean	S.D	Mean	S.D.	Mean	S.D.	Mean	S.D.			

Organizational climate	105.36	16.692	106.97	16.568	108.66	18.241	102.00	16.155	1.157	Not Significant	Nil
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The tabulated value of F was 2.60 at 0.05 level and 3.78 at 0.01 level..

The calculated value of F in Organizational climate was 1.157. It was lesser than the tabulated value. Hence the null hypothesis was accepted for Organizational climate with respect to Father's Occupation.

Thus

- There is no significant difference in mean scores of Organizational climate with respect to Father's Occupation.

H 7 - There is no significant difference in mean scores of Organizational climate with respect to Mother's Occupation

Variables	Government (1)		Private (2)		House wife (3)		F-Ratio	Level of Significance	Groups Differed Significantly
	Mean	S.D	Mean	S.D.	Mean	S.D.			
Organizational climate	104.81	17.873	109.91	17.896	106.33	16.680	1.361	Not Significant	Nil

The tabulated value of F was 2.99 at 0.05 level and 4.60 at 0.01 level.

The calculated value of F in Organizational climate was 1.361. It was lesser than the tabulated value. Hence the null hypothesis was accepted for Organizational climate with respect to Mother's Occupation.

Thus

- There is no significant difference in mean scores of Organizational climate with respect to Mother's Occupation.

#### MAJOR FINDINGS OF THE STUDY

1. Male teachers have high attitude level of Organizational Climate when compared to Female teachers.
2. There is no significant difference in mean scores of Organizational Climate with respect to Religion.
3. Tamil medium teachers had good Organizational Climate when compared to English medium teachers.
4. There is no significant difference in mean scores of Organizational Climate with respect to School Management.
5. There is no significant difference in mean scores of Organizational Climate with respect to Family type.
6. There is no significant difference in mean scores of Organizational Climate with respect to Father's Occupation.
7. There is no significant difference in mean scores of Organizational Climate with respect to Mother's Occupation.

#### SUGGESTIONS FOR FURTHER RESEARCH

1. The present study has focused on higher secondary teachers. A similar study could be conducted with matriculation and secondary school secondary and College Teachers.
2. Organizational Climate can be studied in relation to some other variables like Age, Home environment, School environment, Self-esteem etc.,
3. A study could be made on School teachers' Organizational Climate in relation to their achievement motivation.



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