

# A STUDY OF ORGANIZATIONAL CLIMATE OF DIFFERENT TYPES OF SECONDARY SCHOOLS

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**Abstract:** This paper deals with study the organizational climate of different types of secondary schools. In pursuance of this objective, a probe into the organizational climate of samples secondary schools of Allahabad district was made through the organizational climate descriptive questionnaire developed by Motilal Sharma. It has been concluded on the basis of the study that the organizational climate of secondary schools in urban and rural areas differ significantly.

## I. INTRODUCTION

The concept of organizational climate has been the subject of many studies and research endeavors for the past three decades. Researchers in the past have looked at 'organizational climate of schools' from different angles. Some have considered it as 'the feel' of the school, other have referred to it as 'school personality' while still others have called it atmosphere, environment, tone and even moral. Even some have termed it as institutional climate to distinguish the 'school climate' from the climate of their types of organizations. The term 'organizational climate of schools' is a combination of three terms, organization, climate and schools.

## III. SIGNIFICANCE OF THE PROBLEM

The present study aims to find out the differences that exist in the organizational climate of the different types of secondary schools. A study of organizational climate of prime significance. This may also unfold the situations through which the quality of education can be improved.

## IV. OBJECTIVE

To study the organizational climate of different types of secondary schools.

## V. HYPOTHESIS

- [1] Secondary school in urban and rural areas will not suffer significantly w.r.t. their organizational climate.
- [2] Secondary school, aided and non aided will not suffer significantly w.r.t. their organizational climate.

## VI. RESEARCH METHODOLOGY

The study being a descriptive study of co-relational nature, the investigator surveyed the sample schools, and administered the school to collect relevant data from the teachers of these secondary schools.

## VII. POPULATION

The study aimed at examining relationship between the selected variables of the secondary schools of Allahabad district. All secondary schools of the district constituted the population of the study.

## VIII. SAMPLE

It was felt necessary to select a part of the population which can represent the whole population. Therefore, it was decided to select a representative sample of 10% of the secondary schools of Allahabad district.

## IX. STATISTICAL TOOLS

According to the objectives of the study measurement of organizational climate, for the investigation, following research tools were used:

School Organizational Climate Description Questionnaire by **Halpin and Craft** adopted by **Motilal Sharma 1973**.

## X. STATISTICAL TOOLS FOR DATA ANALYSIS

In order to achieve the objective of the study and testing the hypothesis, following statistical techniques have been used: Computation of Mean and SD.

## XI. RESULTS AND DISCUSSION

The objective of the study was to investigate into the organizational climate of different types of secondary schools of Allahabad district. In pursuance of this objective, a probe into the organizational climate of samples secondary schools of Allahabad district was made through the organizational climate descriptive questionnaire developed by Motilal Sharma. After analysis, it was found that the schools in Allahabad district were much nearer to the closed end of the continuum than the open end. 28.2% schools manifested 'paternal' climate, sharing the higher percentage in the sample. It was followed by closed climate school sharing 15.2 % and open climate schools sharing also 15.2 %.

Further, the Mean, SD, were calculated to test the significance of the difference between the organizational climate of rural and urban areas as perceived by the teacher's of secondary schools of Allahabad district. The obtained result revealed that the mean of organizational climate score for rural schools was 18.91 with SD at 0.60 and the mean of organizational climate score urban schools was 20.74 with SD of 0.63. The 't' value obtained was 17.0 which was significant at 0.01 level. The scores for urban schools was greater 2.60 suggesting that urban schools have an edge over rural schools w.r.t. organizational climate.

Thus the hypothesis formed earlier that, "secondary schools in urban and rural areas will not differ significantly w.r.t their organizational climate" has been rejected. It has been concluded on the basis of the study that the organizational climate of secondary schools in urban and rural areas differ significantly.

The organizational climate totally depends on Principal and their teacher's staff. Principal should be helped to realize that they cannot motivate their teacher's to work unless they themselves set a good personal example. They may be trained to recognize the individuality of their staff members, to stive to develop mutual respect, thirst, goodwill and faith among their staff members. This might gradually end the present state of confusion, non co-cooperation and distrust prevailing in the school, thereby, enbling the teachers and the principals t owork with a group spirit which eventually raise the satisfaction level of teachers and openness of the climate.

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