

A Study on The School Organizational Climate of Government And Private Secondary Schools of Barpeta District of Assam.

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ABSTRACT: *The organization is an important part of school. The role of organization on the overall development of the school is no doubt the significant. The academic climate of the school determines the way and means of realizing the actual goal of school education. Organizational climate of a school is a perceptual measure that describes the organization of the school. The term “Organizational Climate” is used to indicate the overall characteristics of the institution and the members concerned to it along with the academic climate. The school organizational climate refers to the overall aspects of the school organization. Many educators opined that school organizational climate is the most important factor affecting the overall development and realization of the school goal. Organization climate differs from school to school. The organization climate of private school is believed to be congenial than the government schools. The organizational climate of the school also differs from place to place and district to district. In Barpeta District of Assam, there are many government and private secondary schools. In this paper, an attempt has been made by the investigators to make a comparative study of the school organizational climates of private and government secondary schools of Barpeta District of Assam. Taking ten (10) schools as sample schools through a descriptive method , the study has been conducted. The result shows a great variation in respect to different dimensions.*

KEYWORDS: *Organizational climate, dimensions, Secondary schools , school culture.*

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I. INTRODUCTION

Education is one of the most powerful weapon of human development. The environment or culture in which individual attain education determine their achievement and their path of progress. The term school is very wide, its meaning is not confined only to the physical boundaries, rather it represents a whole of the organization. This whole represents the organizational culture which is the basis of its evaluation. On the basis of the overall scenario of an organization, people evaluate the same, make comments on them. This can be taken for comparison also. The overall scenario of the organization is understood with a term “organizational climate”.

Climate can be defined as the perceived attributes of an organization and its sub-system. It refers to the relationship in any situation as the people in that particular situation experience. Organizational climate is the shared perception of the members of the organization who work and live for the same. It is the sum of the individual perception regarding the organizational procedure, policies and practices. It represents the psychological environmental of the organization consisting of individual opinion framed upon micro events that happen to them as well as to others around, over a period of time. It is the set of measurable properties of the work environment perceived directly or indirectly by the members, influencing the work and satisfaction.

The organizational climate facilitates the firm to identify to the difeciencies in connection with different organizational factors such as- organizational structure, employee, compensation system, communication level, physical atmosphere, organizational culture etc. It is comparatively enduring excellence of the in-house atmosphere that is experienced by its members which influences their performance and it can be described in terms of the values of a specific set of behaviour in the firm or organization. Positive climate encourages the member of the organization and the negative climate inhibits discretionary effort. Organizational climate influence the quality of work and work for members.

Just like personality is one of the attribute of an individual, climate is the personality of the organization. All the organizational components, structure, system, culture, leader behaviour, psychological needs of the members, social-cultural values etc interact with one another and create organization climate. The climate influences the quality of work and work life of the members. Every organization has an internal and external climate which influences the practices and behaviour of both the management and the members.

Gupta(2009) conducted a study on *Organizational climate of public and government school*. The investigator found that there was significant differences between the climate of public school and government school.

II. REVIEW OF LITERATURE

Kumar(2010) conducted a study on *the organizational climate related to some variables*. And found that Climate perception had a crucial role in deciding many other variables. Sodhi Binakshi(2012)conducted a study on *School organizational climate and teaching effectiveness*. The investigator found that teaching effectiveness differs significantly along the type of school .Gupta Madhu and Goel Richi(2014) Conducted a study on *organizational climate of residential and non-residential school-a comparative study*. The researcher found that there is significance differences in organizational climate of residential and non-residential school. Residential school had better climate than the non-residential.

III. OBJECTIVE OF THE STUDY:

The objective of this present study are-

1. To make a comparative study about organizational climate of government and private secondary schools of Barpeta District of Assam in respect to different dimensions.
 - a) To make a comparative study about organizational climate of government and private secondary schools of Barpeta District of Assam in respect to the Communication flow.
 - b) To make a comparative study about the organizational climate of government and private secondary schools of Barpeta District of Assam in respect to Reward system.
 - c) To make a comparative study about organizational climate of government and private secondary schools of Barpeta District of Assam in respect to Responsibility.
 - d) To make a comparative study about organizational climate of government and private secondary schools of Barpeta District of Assam in respect to Conflict resolution.
 - e) To make a comparative study about organizational climate of government and private secondary schools of Barpeta District of Assam in respect to Organizational Structure.
 - f) To make a comparative study about organizational climate of government and private secondary schools of Barpeta District of Assam in respect to Motivational level.
 - g) To make a comparative study about organizational climate of government and private secondary schools of Barpeta District of Assam in respect to Decision-Making process.
 - h) To make a comparative study about organizational climate of government and private secondary schools of Barpeta District of Assam in respect to support system.
 - i) To make a comparative study about organizational climate of government and private secondary schools of Barpeta District of Assam in respect to Warmth.
 - j) To make a comparative study about organizational climate of government and private secondary schools of Barpeta District of Assam in respect to Identity problem.

IV. NULL HYPOTHESES:

In the light of the above objectives, the following hypotheses are formulated-

Ho1(a) There exists no significant difference between in organizational climate of government and private secondary schools in respect to communication flow.

Ho1(b) There exists no significant difference between organizational climate of government and private secondary schools in respect to reward system.

Ho1(c) There exists no significant difference between organizational climate of government and private secondary schools in respect to Responsibility.

Ho1(d) There exists no significant difference between organizational climate of government and private secondary schools in respect to Conflict Resolution.

Ho1(e) There exists no significant difference between organizational climate of government and private secondary schools in respect to Organizational Structure.

Ho1(f) There exists no significant difference between organizational climate of government and private secondary schools in respect to Motivational level.

Ho1(g) There exists no significant difference between organizational climate of government and private secondary schools in respect to decision making process.

Ho1(h) There exists no significant difference between organizational climate of government and private secondary schools in respect to support system process.

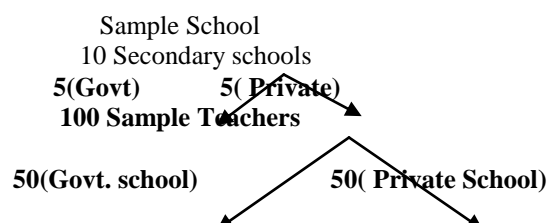
Ho1(i) There exists no significant difference organizational climate of government and private secondary schools in respect to Warmth.

Ho1(j) There exists no significant difference between organizational climate of government and private secondary schools in respect to Identity problems.

V. METHODOLOGY

The present study has been conducted by descriptive survey method. This study has been delimited to the 10 secondary schools of Barpeta District. A representative of 10 teachers per school has been selected for the study. Among the 10 schools, 5 no of government or provincialised and 5 no of private secondary schools were taken. Again among the 10 representative teachers from each school , 5 are male teachers and 5 are female teachers.

Population: The population of the government secondary school is 139 and 52 private schools. The sampling has been made through **Simple random sampling**.



Tools: To collect data from the selected sample teachers, a standardized tool has been used. **Organizational climate Inventory** developed by Som Nath chattopadhyay and K.G . Agarwal consisting 64 items on 10 (Ten) different dimensions –Communication flow, Reward system, Responsibility, Conflict Resolution, Organizational structure, motivational level, Decision making process, Support system, Warmth, Identity Problems ,has been used by the investigators for the purpose of this study on the 40 sample teachers. The scoring of the data has been made on Likert scale as per the guideline of the inventory and the data have been analyzed with the statistics like-simple statistics and t-test is also used for the purpose.

VI. RESULT AND DISCUSSION

On the basis of the analysis of the collected data, the results have been presented in the following tabular form according to the objective of the study. 1.To make a comparative study about organizational climate of government and private secondary schools of Barpeta District of Assam in respect to different dimensions.

a) To make a comparative study about organizational climate of government and private secondary schools of Barpeta District of Assam in respect to the Communication flow.

Table no 1a: Organizational climates of secondary schools in respect to communication flow.

Variables	N	Mean	S.D	t-value	Remark
Government school	5	18.8	1.28	- 17.94	Significant**
Private school	5	28.85	1.23		

Interpretation: The table no 1(a) shows that there are variations in the mean scores and standard deviation of government and private secondary school teachers regarding the Communication flow dimensions of organizational climates of the schools. The calculated t-value is -17.94, which is significant at both the level. Thus we can safely reject our null hypothesis.

Objective 1 (b)To make a comparative study about the organizational climate of government and private secondary schools of Barpeta District of Assam in respect to Reward system.

H0 2: There exists no significant difference between organizational climate of government and private secondary schools in respect to reward system

Table no 1(b): Organizational climates of secondary schools in respect to Reward System.

Variables	N	Mean	S.D	t-value	Remark
Government school	5	31.1	2.15	6.75	Significant**
Private school	5	40.35	3.75		

Interpretation: The table no 1(b) shows that there are variations in the mean scores and standard deviation of government and private secondary school teachers regarding the Reward system dimensions of organizational

climates of the schools. The calculated t-value is 6.75, which is significant at both the level. Thus we can safely reject our null hypothesis.

Objective 1 © To make a comparative study about organizational climate of government and private secondary schools of Barpeta District of Assam in respect to Responsibility.

H03: There exists no significant difference between organizational climate of government and private secondary schools in respect to Responsibility.

Table no 1©: Organizational climates of secondary schools in respect to Responsibility.

Variables	N	Mean	S.D	t-value	Remark
Government school	5	8.2	0.89	-6.59	Significant**
Private school	5	10.9	0.97		

Interpretation: The table no 1(c) shows that there are variations in the mean scores and standard deviation of government and private secondary school teachers regarding the Responsibility dimensions of organizational climates of the schools. The calculated t-value is -6.59 which is significant at both the level. Thus we can safely reject our null hypothesis.

Objective 1(d)To make a comparative study about organizational climate of government and private secondary schools of Barpeta District of Assam in respect to Conflict resolution.

Ho1(d) There exists no significant difference between organizational climate of government and private secondary schools in respect to Conflict Resolution.

Table no 1(d): Organizational climates of secondary schools in respect to Conflict Resolution.

Variables	N	Mean	S.D	t-value	Remark
Government school	5	16.55	1.75	2.46	Significant**
Private school	5	15	0.92		

Interpretation: The table no 1(d) shows that there are variations in the mean scores and standard deviation of government and private secondary school teachers regarding the Conflict resolution dimensions of organizational climates of the schools. The calculated t-value is 2.46, which is significant at both the level. Thus we can safely reject our null hypothesis.

Objective 1(e) To make a comparative study about organizational climate of government and private secondary schools of Barpeta District of Assam in respect to Organizational Structure.

Ho1(e) There exists no significant difference between organizational climate of government and private secondary schools in respect to Organizational Structure.

Table no 1(e): Organizational climates of secondary schools in respect to Organizational Structure.

variables	N	Mean	S.D	t-value	Remark
Government school	5	22.1	1.12	5.21	Significant**
Private school	5	19.6	1.05		

Interpretation: The table no 1(e) shows that there are variations in the mean scores and standard deviation of government and private secondary school teachers regarding the Organization Structure dimensions of organizational climates of the schools. The calculated t-value is 5.21, which is significant at both the level. Thus we can safely reject our null hypothesis.

Ho1(f) There exists no significant difference between organizational climate of government and private secondary schools in respect to Motivational level

Ho1(f) There exists no significant difference between organizational climate of government and private secondary schools in respect to Motivational level.

Table no 1(f): Organizational climates of secondary schools in respect to Motivational Level

Variables	N	Mean	S.D	t-value	Remark
Government school	5	14.3	1.66	13.14	Significant**
Private school	5	3.0	2.15		

Interpretation: The table no 1(f) shows that there are variations in the mean scores and standard deviation of government and private secondary school teachers regarding the Motivational level dimensions of organizational climates of the schools. The calculated t-value is 13.14, which is significant at both the level. Thus we can safely reject our null hypothesis.

Objective 1(g) To make a comparative study about organizational climate of government and private secondary schools of Barpeta District of Assam in respect to Decision-Making process.

Ho1(g) There exists no significant difference between organizational climate of government and private secondary schools in respect to decision making process

Table no 1(g): Organizational climates of secondary schools in respect to Decision Making Process

Variables	N	Mean	S.D	t-value	Remark
Government school	5	18.25	1.62	- 17.13	Significant**
Private school	5	27.5	0.51		

Interpretation: The table no 1(g) shows that there are variations in the mean scores and standard deviation of government and private secondary school teachers regarding the Decision making process dimensions of organizational climates of the schools. The calculated t-value is -17.13, which is significant at both the level. Thus we can safely reject our null hypothesis.

Objective 1(h) To make a comparative study about organizational climate of government and private secondary schools of Barpeta District of Assam in respect to support system.

Ho1(h) There exists no significant difference between organizational climate of government and private secondary schools in respect to support system process.

Table no 1(h): Organizational climates of secondary schools in respect to support system

Variables	N	Mean	S.D	t-value	Remark
Government school	5	23.25	1.69	26.71	Significant**
Private school	5	32.6	1.93		

Interpretation: The table no 1(g) shows that there are variations in the mean scores and standard deviation of government and private secondary school teachers regarding the support system dimensions of organizational climates of the schools. The calculated t-value is 26.71, which is significant at both the level. Thus we can safely reject our null hypothesis.

Objective(i)To make a comparative study about organizational climate of government and private secondary schools of Barpeta District of Assam in respect to Warmth.

Ho1(i)There exists no significant difference organizational climate of government and private secondary schools in respect to Warmth.

Table no 1(i): Organizational climates of secondary schools in respect to Warmth.

Variables	N	Mean	S.D	t-value	Remark
Government school	5	10.85	1.70	- 19.24	Significant**
Private school	5	17.45	0.68		

Interpretation: The table no 1(i) shows that there are variations in the mean scores and standard deviation of government and private secondary school teachers regarding the warmth dimensions of organizational climates of the schools. The calculated t-value is -19.24, which is significant at both the level. Thus we can safely reject our null hypothesis.

Objective 1(j) To make a comparative study about organizational climate of government and private secondary schools of Barpeta District of Assam in respect to Identity problem.

Ho1(j) There exists no significant difference between organizational climate of government and private secondary schools in respect to Identity problems.

Table no 1(j): Organizational climates of secondary schools in respect to Identity Problem

Variables	N	Mean	S.D	t-value	Remark
Government school	5	7.5	0.89	18.66	Significant**
Private school	5	15.9	1.12		

Interpretation: The table no 1(j) shows that there are variations in the mean scores and standard deviation of government and private secondary school teachers regarding the Identity problem dimensions of organizational climates of the schools. The calculated t-value is 18.66, which is significant at both the level. Thus we can safely reject our null hypothesis.

Table no 2: Significance difference between the means of government and private school teachers regarding the organizational climate of the secondary schools.

(Variable) Organization	N	Mean	Mean Difference	df	t-value	t-critical value (one tailed)	t-critical value (two tailed)
Government Schools	5	334.3	10	17	-1.70952	1.739607	2.109816
Private Schools	5	476.3					

From the table no 2 it is cleared that there exists significance difference between the organizational climates of Government and private secondary schools of Barpeta District. The computed t-value is found to be -1.70952 and the critical t- value is 2.109816 (two tailed test) which is greater than computed t-value, $-1.70952 < 2.109816$. (two tail) and $-1.70952 < 1.739607$ (One tail) Therefore we can accept our hypothesis significantly at 5% level of significance. This means there exist significant differences between the organizational climate of government and private secondary schools of Barpeta District. The mean score of government schools is 334.3 and the mean score of private schools is 476.3. This represent $476.3 > 334.5$. Therefore we can say organizational climate of the private schools are more conducive and congenial than the government schools

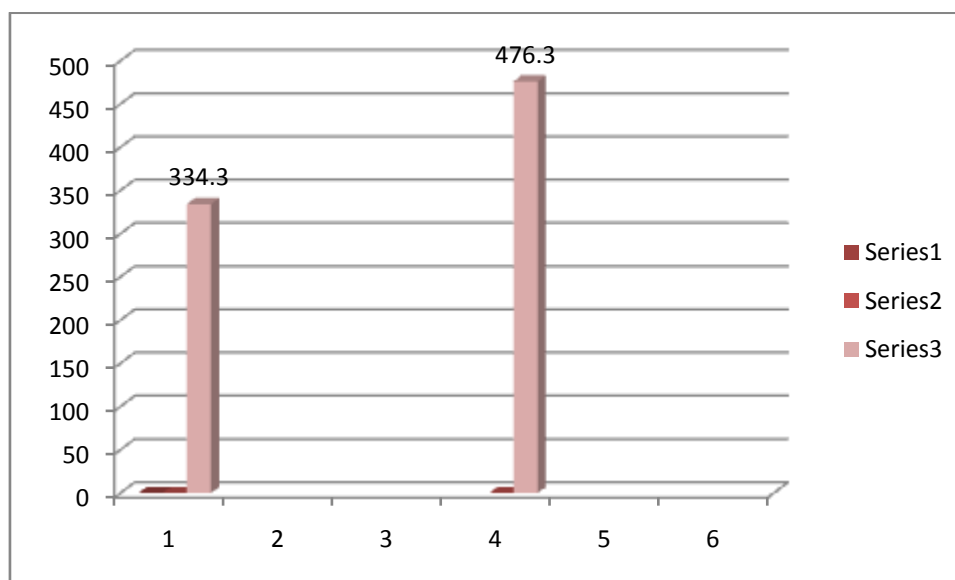


Figure1: showing the mean score of organizational climate of government and private secondary schools.

Major Findings of the study:

The study reveals the following facts-

- There are variations in the perceptions regarding school organizational climates of schools among the teachers.
- There exists difference of perceptions between the government and private secondary school teachers in respect to various dimensions of the school climate.
- The different perception of the school members makes the climate of the schools different.
- The study shows that there are great variation regarding some of the important dimensions of organizational climates like communication flow, reward system, motivational level and support system.

- The teachers from the private organization seem to get more reward, support and motivation from the head of the institution and other members as compared to the teachers working in the government secondary schools.
- The communication system or flow among the staff members in the private secondary schools is higher than that of government schools which makes the school climate conducive as well as encouraging.
- The analysis of the data reveals the significant differences that exist between the school organizational climates of secondary schools of Barpeta District.
- The formulated null hypothesis are rejected as the calculated t-value for organizational climate of government and private government in respect to different dimensions show great variations in the school climate.

VII. CONCLUSION

Organizational climate is the organizational character of an institutions, it is the overall perception of its member towards it. It is a set of common feeling which is determined by some set of norms, manner and standard. Each organization, either educational or professional has its own climate which effects the overall development of that organization. Organizational climate of the school is very much important in the sense that it is related to the lives of the children. As we have mentioned above positive climate encourages its members and negative climate affect the realization process of the school goal. In this paper, we have made a comparative study on the school organizational climates of the government and private secondary schools of Barpeta District. And after study and analysis, we come to an end that organizational climate differs from school to school and it has revealed that there exists significant difference between the organizational climates of government and private schools.

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