

THE ORGANIZATIONAL CLIMATE OF SECONDARY SCHOOLS AND TEACHER'S JOB SATISFACTION

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INTRODUCTION

Organization is always an impersonal system of coordinating effort, always there is purposes as the coordinating and unifying principal, and for effectiveness and efficiency in maintaining the integrity of purposes and continuity of contribution. The organizational climate is the resultant of the accumulated effect of the ways in which the principal interacts with teachers and teacher interacts among themselves and with the principal. These variables have also their impact on the climate as they reflected in the interaction process that goes in the school and the relationship that assure within school community. But for the present study, the organizational climate of the school has been studied with the relationship with the teacher's job satisfaction. 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. The term 'organizational climate of schools' is a combination of three terms, organization, climate and schools.

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 school and teacher's job satisfaction. The school climate as experienced by the teacher's job satisfaction has a powerful impact upon the formulation of a child's concept of self, his ability to work effectively and his effective

functioning of the schools along with the organizational climate. A study of organizational climate and teacher's job satisfaction is of prime significance. This may also unfold the situations through which the quality of education can be improved.

OBJECTIVE

To investigate the relationship between organizational climate and teacher's job satisfaction.

HYPOTHESIS

Secondary schools in rural areas will not differ significantly with respect to their organizational climate and teacher's job satisfaction.

Secondary schools in urban areas will not differ significantly with respect to their organizational climate and teacher's job satisfaction.

RESEARCH METHODOLOGY

The study being a descriptive survey 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.

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.

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.

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TOOLS USED FOR DATA COLLECTION

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

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

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, 't' and SD.

RESULTS AND DISCUSSION

The objective of the study was to investigate into the organizational climate of different types of secondary schools of Allahabad district and teacher's job satisfaction in these 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 and teacher's job satisfaction descriptive questionnaire developed by Motilal Sharma.

In pursuance of this objective, two hypotheses were formulated and tested for significance.

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 %.

Teacher's job satisfaction is a very important factor in school climate. The organizational climate totally depends on Principal and their teacher's staff. Since

leadership behavior and organizational climate was found to be significantly related to the job satisfaction of secondary school teachers, a closed relationship seem to exist between them.

Healthy and open climate of the school enhance the job satisfaction of the teachers and motivates them to perform their best which increases the achievement levels of students and status of the school in the society. Disgusting and closed climate mars job satisfaction of the teachers and the low job satisfaction of teachers hampers their teaching. Therefore, these variables seem to be interdependent and if anything happens to one, the other is bound to be affected.

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.

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