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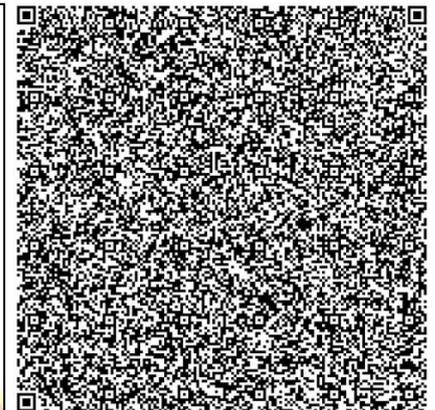
A COMPARATIVE STUDY OF ORGANIZATIONAL CLIMATE OF PRIVATE AND GOVERNMENT SECONDARY SCHOOLS IN DHANBAD DISTRICT

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Abstract

The present paper compared the organizational climate of private and government secondary schools in Dhanbad district. The Organizational Climate Descriptive Questionnaire (OCDQ) developed by Dr. M.L. Sharma was used to assess the organizational climate of the schools. The questionnaire included eight dimensions viz. Disengagement, Alienation, Espirit, Intimacy, Psycho-Physical Hindrance, Controls, Production Emphasis, Humanized Thrust. The findings of the research reflected a statistically significant difference in dimensions of Controls, Production Emphasis, and Humanized Thrust. In the dimensions of Disengagement, Alienation, Espirit, Intimacy, and Psycho-Physical Hindrance no significant differences were found.

Key Words: Organizational Climate, Private Schools, Government Schools, Secondary Schools



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1. INTRODUCTION

The school climate is a multi-dimensional concept. It helps us to understand how educational organizations differ in their climate, what causes these differences and how these underlying differences affect schools. Certain adjectives have been used which describe different dimensions of the climate. Halpin and Croft identified eight dimensions of school climate. Every school has its own climate. The principal is the formal head of the school and is the leader of the school community, which is made up of students, teachers, head master, clerical and other staff. Continuous interaction among them takes place and the principal's behavior and his relation with teachers and interaction and communication flow among the teachers, create an atmosphere or school's climate. When the Principal's behavior with his teachers and interaction among teachers make a different pattern, the school climate becomes different. Dr. Motilal Sharma also adapted one OCDQ having eight dimensions. Those eight dimensions of school climate are described as follows:

a) Teacher's Behavior (Group Characteristics)

1. Disengagement refers to a teacher's tendency to be "not with it". It describes a group that is "going through motions", a group that is "not in gear" with respect to the task at hand. In short, this focuses on the teacher's behavior in a task-oriented situation.
2. Hindrance refers to the teachers' feeling that the principal burdens them with routine duties; committee demands and other requirements which they feel are unnecessary work. They feel that the principal is hindering rather than helping their legitimate work.
3. Espirit refers to the "morale" of teachers, a feeling that their social needs are being satisfied and that they are at the same time, enjoying a sense of accomplishment.

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4. Intimacy refers to a teacher's enjoyment of friendly social relations with each other. This dimension describes a social need satisfaction that is not necessarily associated with task accomplishment.

b) Principal's Behavior (Leader's Characteristics)

1. Aloofness refers to the behavior of the principal which is characterized as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than deal with teachers in an informal, face-to-face situation. He keeps himself at least 'emotionally' at a distance from staff.
2. Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive. His communications go in one direction and he is not sensitive to feedback from the staff.
3. Thrust refers to the behavior of the principal which reflects his evident effort in trying to "move the organization". This behavior shows the principal's attempt to motivate teachers through examples set personally. His behavior is viewed favorably by the teachers.
4. Consideration refers to the behavior of the principal with an inclination to treat teachers 'humanely', to try to do something extra for them in human terms.

More recently, research has emphasized the importance of school climate in improving outcomes for a school and its students. Principals create conditions that encourage great teaching and affect school climate; therefore, it needed to be studied. In the present study, the researchers believe that the research tool prepared by Dr. Motilal Sharma is quite appropriate to study the School Climate of Government and Private secondary school teachers

2. REVIEW OF RELATED LITERATURE

Liegise (2005) conducted research and reported that institutional climate as perceived by the teachers had only marginal relation to students' creativity, achievement motivation, academic achievement and their perceptions of the classroom environment.

Nirmal (2009) conducted a study and reported that there was a significant difference in the creativity level of adolescents studying in rich and poor school climates.

D'Souza (2006) conducted research and reported that there was no significant association between the existing leadership behavior of principals and the organizational climate in high-performing schools.

Riti (2010) conducted a study titled "A study of teacher effectiveness in relation to school organizational climate and administrative behavior of school heads of Himachal Pradesh" and reported that in the process of education, the teacher played the biggest role. So, the teacher must be quite effective to accomplish the goal of education. The teacher effectiveness is likely to be influenced by many factors. School Organizational Climate and Administrative Behavior of the school heads could be two of such factors. In the study, teacher effectiveness was studied in relation to two factors. 60 Government Schools from three districts viz. Solan, Una and Bilaspur from Himachal Pradesh state were taken up for the study. A sample of 350 teachers at the secondary level and all the 60 school heads was drawn from these schools. Three tools were used; (i) the Teacher Effectiveness scale by Umme Kulsum (2000). (ii) School Organizational Climate Description Questionnaire by M.L. Sharma (1978). (iii) Administrative Behavior Scale by Haseen Taz (1998). The results of the study showed that (i) Different types of school organizational climate existed in different schools. The controlled type of school organizational climate was the most prevalent in the schools. (ii) Teacher effectiveness of teacher teaching in urban schools was found to be significantly higher than that of teachers teaching in rural schools. (iii) No significant difference was found in the teacher effectiveness between male and female teachers. (iv) The teacher effectiveness significantly differed in schools with different types of school organizational climate. The mean teacher effectiveness score was highest in the case of open school organizational climate. (v) There was a significant difference in the administrative behavior of school heads across different school organizational climates. (vi) Administrative Behavior had a significant and positive effect on teacher effectiveness.

Babu and Kumari (2013) conducted research on title "Organizational Climate as a Predictor of Teacher Effectiveness" and reported that teaching requires effectiveness as well as qualitative improvement for the betterment of the learners and there is a decline in the quality of the teaching. For the teacher to be effective, certain amount of autonomy should be provided so that he is able to meet the diverse needs of children. As much as the learner requires space, freedom,

flexibility and respect, the teacher also requires the same. The teachers and their heads must share a relationship based on equality and mutual respect to create a better and more positive organizational climate. The present descriptive survey type study was aimed to study the impact of the organizational climate on teacher effectiveness. It also examined the type of organizational climate existing in different types of schools. For the present study, the researcher has selected a sample of 100 Elementary School Teachers from the Koderma District of Jharkhand. The sample



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contained 50 from Government Schools and 50 from Private Schools. For this study, the random sampling method was used. The tool used in this study was a School Organizational Climate Descriptive Questionnaire (SOCDDQ) developed and standardized by Moti Lal Sharma. The questionnaire consisted of 64 items based on 8 different dimensions and on a four-point scale. Results reveal that there is a significant difference between the Teacher Effectiveness of Elementary School Teachers in relation to their Organizational Climate.

Madhukar and Sharma (2017) mentioned in a research article titled “Organizational Climate: A Conceptual Perspective” that there is no uniformity of opinions with regard to the dimensions of organizational climate because many climate researchers have assessed the specific climate in which they were interested rather than attempting a single and central view of dimensions. Consequently, while some authors have pointed out only three-four dimensions of organizational climate, some others have included as many as ten to twenty dimensions. This may be due to the fact that organizations differ widely in terms of their size, nature, complexity, structure, values, culture, vision, mission, products, ethics, etc. Therefore, there is a need for more research in future in order to find out and agree on some core dimensions which may be applicable to all organizations.

Vedavathi (2017) conducted a study on the work values of secondary school Heads and School organizational climate has been dealt with. The sample included 220 secondary school heads of South Canara District at Karnataka State in India by stratified random sampling technique including government, private aided, private un-aided and minority schools. The Data was collected by using the Work Values scale and SOCDDQ. The study found that there is no significant difference between the work values of secondary school Heads working in different School climates and found significant differences in school climates with different types of schools.

Kumari (2018) conducted research titled “Organizational Climate of Secondary School Students of Jawahar Navodaya Vidhyalaya in Haryana State” and found that the Organizational climate of secondary school students of Jawahar Navodaya Vidhyalaya in Haryana state. A descriptive survey method was used to achieve the objectives of the study. The sample of the study is comprised of 51 teachers teaching in Navodaya schools of Haryana. It is incidentally selected from ten schools for the study. School organizational climate description questionnaire (SOCDDQ) developed by Dr M. L. Sharma has been used to measure the organizational climate of secondary school students of Jawahar Navodaya Vidhyalaya in Haryana state. Findings showed that there is no significant difference in the organizational climate of Male and Female Teachers Jawahar Navodaya Vidhyalaya of Haryana state. It can also be concluded that there is no significant difference in the organizational climate of up to 10 years and above 10 years experienced teachers of Jawahar Navodaya Vidhyalaya of Haryana state.

Mishra (2018) conducted a study on the organizational climate of different types of secondary schools of Allahabad district and used an organizational climate descriptive questionnaire developed by Dr Moti Lal Sharma. It has been concluded on the basis of the study that the organizational climate of secondary schools in urban and rural areas differs significantly. After analysis, it was found that the schools in the Allahabad district were much nearer to the closed end of the continuum than the open end. 28.2% of 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 %.

Barpujari (2019) conducted research and reported that the organizational climate of secondary schools belonging to the rural and urban area and government/provincial zed and private secondary schools are different. The study reveals that from both rural and urban areas the total organizational climate of government/provincial zed secondary schools is better than private secondary schools. In these schools teachers share an intimate social relationship with each secondary school. In these schools teachers share an intimate social relationship with each other as well as with the principal. Decisions of the schools are taken by the principals cooperatively with the staff and the administrative styles of these schools are democratic in nature. Teachers do not feel any burden or mental pressure while working in these groups of schools.

Thapliyal et al. (2022) studied Teachers' Perceptions of Institutional Climate in Government Secondary Schools and reported insignificant differences in the school climate of Boys' and Girls' government schools.

3. OBJECTIVES OF THE STUDY

The objective of the study is to compare the Organizational Climate of government and private secondary schools in Dhanbad district.

4. HYPOTHESES OF THE STUDY

There exists no significant difference in the Organizational Climate of government and private secondary schools in Dhanbad district.



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5. DELIMITATION OF THE STUDY

1. The research was delimited to five Government and five Private Secondary Schools in Dhanbad district.
2. The study was delimited to 200 teachers.
3. This research study was delimited to eight dimensions of institutional climate measured through the Organizational Climate Descriptive Questionnaire (OCDQ) developed by Dr M. L. Sharma.

6. METHODOLOGY OF THE STUDY

The descriptive Survey Method was used.

7. SAMPLE OF THE STUDY

In the present study, five Private and five Government Secondary Schools were chosen purposively from different regions of Dhanbad district. From each school, ten male and ten female teachers were selected through stratified random sampling. The total sample consisted of hundred secondary school teachers.

8. TOOLS USED

The organizational Climate Descriptive Questionnaire (OCDQ) developed by Dr M.L. Sharma was used to assess the perceived institutional climate of schools. The OCDQ consists of eight dimensions of institutional climate.

9. COLLECTION OF DATA

In order to collect data regarding school climate, the teachers working in selected schools were administered the OCDQ to know the organizational climate of schools.

10. SCORING PROCEDURE

The OCDQ is a self-administering scale with 64 items. It is a four-point scale. It was administered and each item from Rarely Occurs (1) to Very Frequently Occurs (4) was scored 1 to 4. The marks assigned in the sub-items were added to know the institutional climate score in each dimension then the average is calculated as per the manual.

11. STATISTICAL TECHNIQUES USED

Descriptive statistics such as Mean and Standard Deviations were used along with inferential statistics (t-test) were used.

12. RESULTS AND DISCUSSIONS

The result of the study is discussed with the help of the table provided below:

Table -1 The difference in mean organizational climate scores in each dimension of OCDQ in private and government secondary schools.

Sr. No.	Dimensions of OCDQ	Teacher Group	N	Mean	S.D.	t-ratio	Result
1.	Disengagement	Pvt. Schools	100	24.15	4.70	0.38	Not significant
		Govt.Schools	100	23.85	3.30		
2.	Alienation	Pvt. Schools	100	11.01	2.10	0.56	Not Significant
		Govt. Schools	100	11.20	2.10		
3.	Esprit	Pvt. Schools	100	22.70	4.16	0.68	Not significant
		Govt.Schools	100	23.05	5.11		
4.	Intimacy	Pvt. Schools	100	18.80	3.52	0.75	Not significant
		Govt.Schools	100	19.05	3.78		
5.	Psycho-Physical Hindrance	Pvt. Schools	100	14.18	2.94	0.23	Not significant
		Govt. Schools	100	13.94	3.04		
6.	Controls	Pvt. Schools	100	15.32	3.50	4.78	Significant
		Govt. Schools	100	14.98	3.05		
7.	Production-emphasis	Pvt. Schools	100	15.50	2.10	3.98	Significant
		Govt. Schools	100	14.20	2.50		
8.	Humanized Thrust	Pvt. Schools	100	32.52	2.50	3.95	Significant
		Govt. Schools	100	33.22	2.10		



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An independent samples t-test was used to test the hypothesis. The table indicates that the calculated t-value of dimensions of OCDQ (Disengagement, Alienation, Espirit, Intimacy, Psycho-Physical Hindrance, Controls, Production Emphasis, Humanized Thrust) of boys and girls school teachers are 0.38, 0.56, 0.68, 0.75, 0.23, 4.78, 3.98 and 3.95. In dimensions of Disengagement, Alienation, Espirit, Intimacy, and Psycho-Physical Hindrance, the t-ratio is less than the table value at 0.05 level of significance, therefore these are insignificant. On the other hand, in the dimensions of Controls, Production-emphasis and Humanized Thrust, the t-ratio is more than the table value. Thus, it can be inferred that there is a statistically significant difference in the dimensions of Controls, Production-emphasis, and Humanized Thrust of the organizational climate of private and government secondary schools. Therefore, the hypothesis-

„There exists no significant difference in the perceived mean institutional climate scores in private and government secondary schools does not hold good in the dimensions of Controls, Production-emphasis, and Humanized Thrust of the organizational climate. The result the supported by the studies conducted by Thapliyal et al. (2022)

13. EDUCATIONAL IMPLICATION

The School Climate of needs to be studied to give proper attention to teachers' well-being and positive educational outcomes. The study showed that government secondary schools are better as compared to private schools in the dimensions of Controls, Production-emphasis and Humanized Thrust of the organizational climate. It may be because the working conditions of private schools are not better and the climate experience there is not favorable. It is high time for policymakers, educational administrators, and governments to come forward and ensure that the working conditions of private schools should be at par with government teachers.

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