Organizational Climate of Rural and Urban Secondary Schools

Fauzia Tarannum

Research Scholar, Department of Psychology, Magadh University, Bodh-Gaya, India

ABSTRACT

The study was carried out on a sample of 60 school students (30 urban and 30 rural) by using school organization climate questionnaire and concluded that school organizational climate and its dimensions are not independent of the location of the schools. The teachers of rural schools, with large number of open climate enjoy a harmonious working relationship with each other and at the same time enjoy a sense of accomplishment in their job in comparison to their urban counterpart. In these schools institutional heads show human treatment. Thus in the urban schools most of the teachers perceived the headmasters as bureaucratic and impersonal in nature. High scores of the urban schools in disengagement and alienation and production emphasis, and control dimensions in comparison to rural schools indicates lack of initiative, emotional distance between the head of the institution and the teachers of the urban schools.

Keywords : Human Treatment, Climate Questionnaire, School Organization Climate

I. INTRODUCTION

The atmosphere in which the workers work at a work place is its work climate. The word "Climate" when used in the meteorological sense refers to the average daily weather conditions over period of time and in this sense an organization climate is an average of the perceptions individuals have of their work environment in the organization. In fact the climate of an organization is conceived roughly as the "personality" of the organization, that is, climate is to organization as personality is to individuals. Research study on organization climate began with consideration of behaviors in industrial and other business organization. It is concerned with how the people feel while they are engaged in work or when they are in the work place. The concept of organizational climate has originated in the late 1950s to study the work environments.

School as an educational organization is not different from other organizations. Generally, school organizational climate refers to the climate of interpersonal relationship within or between the teachers and the headmaster in a school. It is an index of work culture of the school. "School organization climate" is what the teachers perceive, feel, and think best describes educational environment. The "climate" of an educational environment "hits one" the moment one steps onto the school premises. It influences the behavior of the members of the organization and reflects the characteristics of the organization. It is the "feel" of what an organization is like and reveals how members interact with each other to get task done. It represents a climate of interaction which may offer the educationist a means of better understanding of the operation of the schools. The organizational climate of the school provides habits, attitude and values that the students should have in life. Indeed, they should be swayed by the school climates.

Objectives:

The study is designed to carry on the following objectives:

1. To study whether the rural and urban secondary schools differ significantly in overall organizational climate.
2. To find out the relationship between the behavioral dimensions of organization climate and location of the school.

Hypotheses:

Keeping in view the above objectives of the study the following hypotheses have been framed.

H_1 The rural and urban secondary schools differ significantly in overall organizational climate.

H_2 There is relationship between organizational climate and location of the school.

II. METHOD

Sample:

The population of the study has been defined as the teachers and the principal of the secondary schools. The sample for the study was selected in two stages. Firstly 60 schools were selected by using stratified random sampling rural and urban (30 urban, 30 rural). In the second stage teachers were selected randomly form the said schools. Care was taken to collect data from 75% of teachers from each schools as per criteria laid down in the SOCDQ. Thus data were collected from 935 teachers working in 60 schools of Gaya district, Bihar.

Tools:

Normative Survey methods has been adopted for the present study as it aimed to study the climate already existing in the schools. In the study the climates of the schools were studied with the help "School organizational Climate Descriptive Questionnaire" (SOCDQ-developed) by Motilal Samah(1978).

Procedure:

The perceptions of teachers with regard to organizational climates of their respective schools collected with the help of the questionnaires were scored adopting the procedures given in the test manuals. The analysis of SOCDQ is based on eight dimensions of organizational climate pertaining to four group behavior characteristics namely disengagement alienation, esprit, and intimacy and four leader behavior characteristics namely psycho-physical hindrance, controls, production emphasis and humanized thrust. On the basis of these dimensions schools are classified into six type of climate viz, open, autonomous, familiar, controlled, parental and close. The scores on each dimension were doubly normalized and these normalized score in each dimension represent the school profile. Comparing the profile score of each school with prototypic profile of six organizational climates provided by Motilal Sharmah, the schools were assigned the climate type for which its profile similarity score is lowest. Collection data were subjected to different statistical analysis in the light of the objectives set for the for the investigation. Statistical analyses are done with help of computer using SPPS.

<h1 style="text-align:center">III. INTERPRETATION</h1>

On the basis of the location sampled schools are classified as "Rural and Urban" in order to study the relationship between organizational climate and location of the school. The schools within the jurisdiction of "Gaya Municipal Corporation" are considered as 'Rural School'. Distribution of rural and urban schools in different climate types along with their percentage is given on table-1.

Table- 1. Distribution of sample schools with different types organizational climate in terms of their location

Organiztional Climate	Rural		Urban	
	Cout	%	Count	%
Autonomous	5	16.7%	3	10.0%
Closed	-	-	6	20.0%
Control	4	13.3%	6	20.0%
Familiar	7	23.3%	9	30.0%
Open	8	26.7%	1	3.3%
Paternal	6	20.0%	5	16.7%
Total:-	30	100.0%	30	100.0%

A perusal of Table-1 shows that dominate climates prevailing in most rural schools are open (26.7%) whereas familiar climate is mostly seen in urban schools (30%). The result show nonexistence of closed climate in rural schools, but 20/9% urban schools has closed climate. Open climate is found least in urban schools whereas a large number of rural school have open climate. Thus the table show difference in predominate of both extreme types of climate 'open' and 'closed' climate with regard to the location of the schools.

In order to test whether the difference of organizational climates of rural and urban schools is statistically significant or not, Chi-square value for the distribution is calculated which is shown is table -2.

Table – 2.
Chi-square Tests (Location of schools and organizational Climate)

Value dfSig. (2-sided) Person Chi- square 12.685(a) 5.027* Likelihood Ratio 15.765 5 .008 N of Valid Cases 60 6 cells (50.0%) have expected count less than 5. The minimum expected count is 3.00.

Contingency Coefficient
Contingency Coefficient .4160 .027* N of Valid Cases * = Significant at 0.05 level or above 0.0

The Chi-square value obtained from the distribution which is found to be 12.685 with. 5df. Confirms significant relationship between organizational climates and location of the schools. The calculated value of contingency correlation .418 also indicates significant correlation above 0.05 level.

Table – 3. Mean and Standard Deviation of Rural and Urban Schools in Behavioral Dimensions of Organizational Climate

Dimensions	Locations, School	Mean Deviation	Std.
Disengagement	Urban	50.2633	3.49972
	Rural	49.7760	2.88558
Alienation	Urban	53.2910	1.35324
	Rural	52.6243	2.33840
Esprit	Urban	48.6273	3.83027
	Rural	51.4177	3.05353
Intimacy	Urban	48.1020	2.33212
	Rural	52.3903	2.51821
Hindrance	Urban	51.2083	3.62595
	Rural	49.4173	1.65076
Controls	Urban	51.3540	2.63858
	Rural	50.3730	3.03523
Production Emphasis	Urban	53.0537	2.81568
	Rural	50.3430	2.85959
Humanized Thrust	Urban	47.8177	2.60436
	Rural	52.8050	2.79858

Mean and standard deviations of behavioral dimensions of organizational climate of "rural" and "Urban" schools have been shown in Table – 3.

A look at table-3 shows that the mean scores in group behavior characteristics disengagement, alienation, esprit and leader behavior characteristics psycho-physical hindrance, controls and production emphasis of organizational climate re found high in case of 'urban' schools. On the other hand mean scores in intimacy and humanized thrust of group behavior dimensions are found high in case of 'Rural' schools.

In order to know the significance of these mean differences on different dimensions of schools organizational climate of the schools located in rural and urban areas 't'-test is applied. The summary of this 't', test analysis is shown in table-4.

It is evident from the table that the mean score of rural and urban schools are not differ significantly in case of disengagement, alienation and controls dimensions of organizational climate. Mean differences are highly significant in case of esprit, intimacy, production emphasis, and psycho-physical hindrance and in humanized thrust dimensions. Thus it can be inferred that organizational climate and its dimensions differ significantly in relation to the location of the school.

Significance of Mean difference on different Dimensions of Organization Climate of Urban and Rural Secondary Schools.

Table 4.

Dimension	t	df	Sig. (2-tailed)	Mean Difference
Disengagement	.588	58	.559 N.S.	.48733
Alienation	1.352	58	182 N.S	.66667
Esprit	-3.120	58	.003**	-2.79033
Intimacy	-6.843	58	.000**	-4.28833
Hindrance	2.462	58	.017**	1.79100
Controls	1.336	58	.187 N.S	.98097
Production	3.700	58	.000**	2.71067
Humanized	-7.146	58	.000**	-4.98733

IV. FINDINGS

Location of the school was found to be determining factor of school organizational climate and its dimensions. The studies conducted by Tripathy (1978) and Methi (1985) also support this finding. On the other hand this result is in contrast to some of the previous findings in organizational climate is independent f the location of the schools.

Familiar climate was found more in urban areas whereas open climate was more in rural areas. But the study conducted by Bayati (1970) reported that open and autonomous climates are more in urban schools and controlled and parental climate are more in rural areas.

Under rural-urban dichotonomy difference were highly significant in all leader behavior characteristics of organizational climate exact in control behavior. Psycho-physical hindrance and production emphasis is high in urban schools in comparison to rural schools. Humanized thrust is high in rural schools.

On the other hand in case of group behavior characteristics significant difference were found in the perception of intimacy and esprit dimension of organization climate among the rural and urban teachers which show high scores in rural schools.

V. CONCLUSIONS AND SUGGESTIONS:

The present study established that school organizational climate of the schools are not independent f the location of the schools.

The teachers of rural schools, with large number of open climate enjoy a harmonious working relationship with each other. In these schools institutional heads facilitates the teachers' accomplishments of task.

Existence of more familiar climate school in urban areas indicates that there is a friendly relationship between the head and the teachers of urban schools. But in urban schools institutional heads are not much concern about accomplishment of task by the teachers.

As the intimacy and esprit is found high in rural schools, so it indicate that the rural teachers enjoy a friendly social relation with each other and at the same time enjoy a sense of accomplishment in their job in comparison to their urban counterpart. At the same time headmasters/principals of the rural schools show human treatment towards the teachers.

High scores of the urban schools in disengagement and alienation and production emphasis, and control dimensions in comparison to rural school indicates lack of initiative, emotional distance between the head of the institution and the teachers of the urban schools. Thus in the urban schools most of the teachers perceived the headmasters as bureaucratic and impersonal in nature.

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