

## **Organizational Climate: A study in Higher Secondary Schools in Kanyakumari District**

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**Abstract:** Organisational climate is a reflection of the outlook of organisational members towards the organization. Creating and sustaining competitive advantage is the top priority of any organization. Companies are trying to be more competitive through continuously building their capabilities and process. Competitive advantages are human resources, technology, structure and process etc. Most of the organizations are thinking that human resources are one of the more important sources of competitive advantage. To become competitive it is mandatory to offer good organizational climate to the employees. Organizational climate have been linked with desirable outcomes such as job satisfaction, confidence in management, faith in organization and also good performance. It also has some desirable behavior such as risk taking, trust, operational freedom and open communication. This study investigates the prevailing organizational climate and various dimensions of organizational climate in Higher Secondary Schools at Kanyakumari District. Research hypothesis are developed from the related literature and tested through the data collected from 100 samples of respondents.

**KEYWORDS:** Organizational climate, job satisfaction, operational freedom

### **I INTRODUCTION**

Organizational climate is an important factor in the development of personality of students. Organizational climate refers to the notion of perceived environmental quality. It has been defined as 'Personality' of the school, which can be measured by perception of group or by professional staff of the school. The organizational climate of an institution means the interpersonal relationship within or between the group and its leaders. Organizational climate of a school has been conceptualized as a climate wherein the teaching-learning is spontaneous and natural, wherein hurdles in the process are removed by mutual efforts of teachers and students; wherein students feel encouraged to engage himself in learning activities and makes an effort of improving his behaviour accordingly. Fred Luthens states organizational climate is not the atmosphere, but the overall feeling that is conveyed by the physical layout. John Adlair says, organizational climate is a very important factor to be considered in studying and analyzing organizations because it has a profound influence in the outlook, well-being and attitudes of

organizational members and thus, on their total performances. It affects the behavior of people in three ways, first is defining the stimuli that confronts the individuals, secondly placing constraints up on the individuals freedom of choice and finally, providing reward and punishment.

Educational institutions have an important role to play in addressing the challenge, for they are charged with preparing students to deal with uncertain present and future socio-ecological conditions (Curren, 2009; Orr, 2004). They are also significant economic, social, cultural, and ecological actors. Organisational Climate has implications on multiple levels, from teaching and student outcomes to tangible material impacts on the economic conditions of the institution and the surrounding communities.

## II LITERATURE REVIEW

Organizational climate is defined as the shared perceptions, feelings and attitudes that organizational members have about the fundamental elements of the organization, which reflect the recognized norms, values and attitudes of the organization's culture and effects individuals' behaviour positively or negatively.

Organizational climate has been defined as a perception of the psychologically important aspects of the work environment and is recognized as a potential influence on employees' workplace behavior and job satisfaction (Ashforth, 1985). Climate contains of a set of characteristics that describe an organization, distinguish it from other organizations, are relatively enduring over time and influence the behavior of people in it. The individual worker's perception of his work environment relatively than a consensus view is considered, as different individuals may perceive the same workplace in different ways (Klien K. J., 2001).

According to Campbellet, (1970)organizational climate is defined as a set of attributes specific to a particular organization that may be induced from the way that organization deals with its members and its environment. For the individual members within the organization, climate takes the form of a set of attitudes and experiences which describe the organization in terms of both fixed characteristics (such as degree of independence) and behavior outcome.

Neelameham(2013) in his study found that the relation between demographic variables and organizational climate of a cement company, found no significant influence of religion on overall organizational climate.

Verghese Singh & Verma(2010) studied the relation between customer orientation and organizational climate from a sample of 500 employees in public sector and private sector banks and arrived at a conclusion that organizational climate enhances with customer coordination. Higher customer orientation is conducive for building a sound organizational climate.

Srivastav(2009) studied organizational climate by determining six climate motives on 453 executives in a large Indian public sector industry using motivational analysis of organizational climate. The findings validate the heterogeneous nature of organizational climate, and the study helps to provide a better gratitude of differences in employee behavior across the company.

Dawson (1987) Focus on demographic factors of workers job satisfaction but, the others relate it with nature of work and working conditions at the workplace. Similarly, fair promotion system in the organization, job autonomy, leadership behaviour, social relations and the job itself are also among the significant factors of job satisfaction.

### **III NEED FOR THE STUDY**

Many factors affect the development of the student like role of teacher, parents, role of head master/principal and school climate. There are different types of organizational climate that effects the personality development of the students. School climate may also enhance the learning and make the student academically strong. The present study makes an attempt to examine the organizational climate in Higher Secondary Schools at Kanyakumari District. The investigators have taken this study to find the relationship between the organizational climate and job satisfaction of teachers. It will help to know the educationists, head of schools, teachers and researchers that how organizational climate of the school influence satisfaction of teachers. The valid conclusions based on investigation would result in suggestions for better organizational climate.

### **IV STATEMENT OF THE PROBLEM**

Organizational climate is basically about “what it’s like to work here”. There is a need to know whether the teachers are satisfied with the organizational climate and to know the dimensions of organizational climate. Good climate is linked with desired outcome such as job satisfaction, confidence in management, faith in organization and good performance. It will also have the desired behavior such as risk taking, trust operational freedom and open

communication. So the researcher interested to study organizational climate persist in Higher Secondary Schools at Kanyakumari District.

## V RESEARCH METHOD AND DESIGN

### Objectives of the Study

1. To study the perception of teachers towards their working environment (organizational climate dimensions)
2. To study how the organizational climate influence satisfaction of the teachers.

### Methodology

The target population for the study is the teachers working in Higher Secondary Schools at Kanyakumari District .Descriptive survey research is considered as suitable for this study. The reason is that, it helps in generalization to a greater extent than the experimental research design. The sample size taken for the study was 100 teachers from Higher Secondary Schools at Kanyakumari District were taken to study the organization climate of the school.

The study utilized both primary and secondary sources for collecting data. The primary sources of data collections done with the help of administration of structured questionnaire and secondary sources are journals, books, reports and records and internet sources.

## VI ANALYSIS OF DATA

**Table 1 Perception of respondents on organizational climate dimensions**

Factors	Highly Agree	Agree	Neutral	Disagree	Highly Disagree	Weighted Score	Weighted Average
Superior and subordinate relation	230	16	-	-	-	246	4.92
Management attitude towards problem solving	150	72	6	-	-	228	4.56
Consideration of employee opinion	30	152	18	-	-	200	4.00
Management rules and regulation	15	168	15	-	-	198	3.96
Communication	50	92	42	6	-	190	3.8
Subject allocation	90	72	30	-	4	196	3.92
Conflict resolution	205	32	3	-	-	240	4.8
Knowledge and Innovation	80	96	18	8	-	202	4.04
Working environment	220	16	6	-	-	242	4.84
Salary up gradation measures	-	112	36	12	4	164	3.28
Growth opportunities	-	128	30	16	-	174	3.48
Performance appraisal	25	44	36	42	-	151	3.02
Knowledge improvement	-	48	54	-	-	182	3.64

Resource for task completion	70	128	24	-	-	206	4.12
Working condition	50	112	78	6	-	178	3.56
Salary and benefit movement	170	44	12	-	-	230	4.6
Safety measurement	10	168	18	-	-	196	3.92
Supervision	15	64	93	-	-	172	3.44
Job challenges and motivation	-	72	33	20	11	136	2.72
Satisfaction in working time	50	52	81	-	-	183	3.66

Source: Primary Data

Table1 shows the result of perception of respondents on organizational climate dimensions such as performance appraisal, salary up gradation measures and challenging job in the organization is weak. Superior subordinate relation, conflict resolution measures and working environment in the organization is strong.

### Table 2 Association between experience and salary up gradation

**Aim:** To find the significant association between experience and salary up gradation measures adopted by the company

**Ho:** There is no significant relationship between experience and salary up gradation

**H<sub>1</sub>:** There is a significant relationship between experience and salary up gradation

**Table 2.1 showing the expected frequency**

Observed Frequency (O)	Expected frequency (E)	O-E	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
5	6.72	-1.72	2.9584	0.4402
4	2.88	1.12	102544	0.4355
2	1.44	0.56	0.3136	0.2177
1	0.96	0.04	0.0016	0.0016
12	11.76	0.26	0.0676	0.0057
5	5.04	-0.04	0.0016	0.0003
2	2.52	-0.52	0.2704	0.1073
2	1.68	0.32	0.1024	0.0609
11	9.52	1.48	2.1904	0.2300
3	4.08	-1.08	1.1664	0.2858
2	2.04	-0.04	0.0016	0.0007
1	1.36	-0.36	0.1296	0.0952
<b>Total</b>				<b>1.8809</b>

Source : Primary Data

Where,

Computed value = 1.8809

Level of significance is 5%

Degree of freedom is 6

Table value is 12.592

Table value  $\geq$  Computed value

### Result

Here  $H_0$  is accepted and  $H_1$  is rejected, so there is no significant relationship between experience and salary up gradation measures adopted by the company.

### Table 3 Association between educational qualification and subject allocation

**Aim:** To find the significant association between educational qualification and subject allocation provided by the company

**Ho:** There is no significant relationship between educational qualification and subject allocation

**H<sub>1</sub>:** There is a significant relationship between educational qualification and subject allocation

**Table 3.1 showing the expected frequency**

Observed Frequency (O)	Expected frequency (E)	O-E	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
3	2.16	0.84	0.7056	0.3260
2	2.16	-0.16	0.0256	0.0110
1	1.20	-0.20	0.0400	0.3300
12	10.44	1.56	2.4336	0.2330
12	10.44	1.56	2.4336	0.2330
5	5.80	-0.80	0.6400	0.1100
2	2.88	-0.88	0.7744	0.2680
2	2.88	-0.88	0.7744	0.2680
2	1.60	0.40	0.1600	0.1000
2	0.64	1.36	1.8496	2.8900
1	2.52	-1.52	2.3104	0.9160
2	2.52	-0.05	0.2704	0.1070
2	1.40	0.60	0.3600	0.2570
2	0.56	1.44	2.0736	3.702
<b>Total</b>				<b>9.7510</b>

Where,

Computed value = 9.7510

Level of significance is 5%

Degree of freedom is 9

Table value is 16.919

Table value  $\geq$  Computed value

### Result

Here  $H_0$  is accepted and  $H_1$  is rejected, so there is no significant relationship between educational qualification and subject allocation provided by the company.

**Table 4 Association between teacher's satisfaction towards rules and regulations**

**Aim:** To find the significant association between teacher's satisfaction towards rules and regulations

**Ho:** There is no significant relationship between teacher's satisfaction towards rules and regulations

**H<sub>1</sub>:** There is a significant relationship between teacher's satisfaction towards rules and regulations

**Table 4.1 showing the expected frequency**

Observed Frequency (O)	Expected frequency (E)	O-E	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
14	13.44	0.56	0.3136	0.023
7	7.56	-0.56	0.3136	0.041
12	11.52	0.48	0.2304	0.020
6	6.48	-0.48	0.2304	0.035
6	7.04	-1.04	1.0816	0.153
5	3.96	1.04	1.0816	0.273
<b>Total</b>				<b>0.545</b>

Where,

Computed value = 545

Level of significance is 5%

Degree of freedom is 2

Table value is 5.991

Table value  $\geq$  Computed value

**Result**

Here  $H_0$  is accepted and  $H_1$  is rejected, so there is no significant relationship between teacher's satisfaction towards rules and regulations of the company.

**VII CONCLUSION**

Organizational climate is a set of measurable properties of work environment that are perceived by a people who live and work in it, and that influence their motivation and behavior. This can be done by providing a sound organizational climate. This study examines the perception of teachers on organizational climate. There are some gaps between what an teachers wants and has. Higher Secondary School Management should take necessary steps to remove

these gaps. A key point is that a good climate is not just one that keeps people comfortable, but one that is strategically advantageous to the organization. In open climate teachers give more emphasis on the learning of students but in closed climate of the school, teachers are more stressed by the authority of the school, so it affects the academic achievement of the students. This study will help to the teachers/principals & school management to create an effective environment for the school to improve the achievement of the student.

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