
Organizational Climate of Secondary School Students of Jawahar Navodaya Vidhyalaya in Haryana State

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ABSTRACT

This paper investigated the Organizational climate of secondary school students of Jawahar Navodaya Vidhyalaya in Haryana state. Descriptive survey method was used to achieve the objectives of the study. The sample of the study is comprised of 51 teachers' teaching in Nayodaya schools of Haryana. It is incidentally selected from ten schools for the study. School organizational climate description questionnaire (SOCDQ) developed by 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 It can be concluding that there is no significant difference in organizational climate of Male and Female Teachers Jawahar Navodaya Vidhyalaya of Haryana state. it can also be concluding that there is no significant difference in organizational climate of up to 10 years and above 10 years experienced teachers of Jawahar Navodaya Vidhyalaya of Haryana state.

KEY WORDS: *Organizational climate, secondary school*

Introduction:

According to UNESCO, the fundamental aim of education is the development of physical, intellectual, emotional and ethical integration of an individual into a complete man. An organization is described as a collection of individuals who are organized into groups and sub-groups and interact with each other in an interdependent relationship. The individuals work towards common goals that are not always clear, and the way they relate is determined by the structure of the organization (Duncan, 1981) number of organizational scientists have described organization as "Social arrangement for the controlled performance of collective goals" (Buchanan and Huczynski, 1985). "The planned coordination of the activities of a number of people for the achievement of some common explicit purpose or goal" (Schain, 1988). Organizational climate refers to the perceptions that organizations member share the fundamental elements of their organizations (West et al. 1998) At the individual level climate is the summary perception of the organizational work environment providing a common frame of reference for attainment of some congruity between behaviour and the systems practices and procedures, acting as a potent influence on individual performance and satisfaction.

This study is also to document changes that may have occurred in the climate of high and low achieving higher secondary schools in response to pressure created by policies designed to hold schools and teachers. Climate has been largely considered as a general construct. This study is significant because it describes and analyses the element of organizational climate perceived by teachers 'in higher secondary schools and the impact that the climate and its component elements have on student academic achievement (Du Four and Eaker, 1998).

REVIEW OF RELATED LITERATURE

Sokola, Gozdeka , Figurskab & Blaskova (2015) studied on Organizational climate of higher education institutions and its implications for the development of creativity. Creativity, beside knowledge and innovation, is a significant determinant of the growth of modern economies. It is the potential of non-materialistic resources on which depend economic successes of whole regions as well as of business entities functioning in them. Non-materialistic resources are difficult for diagnosis owing to their attributes and a difficulty appears among researchers of the presented phenomena in interpreting the applied methods and the analysis of obtained research results. However, all the time attempts are made to describe economic components of this type because theorists as well as experienced experts of economic life prove, in their numerous publications on the problem, that the significance of these resources for the development is unquestionable. There was made an attempt to study the organizational climate of higher education institutions as determinants influencing creative attitudes among young people, so desirable in today's economy. The main objective of the research was: Using scientific procedures and using the appropriate methodology examined and recognized in current state of organizational climate of universities and its impact on the development of students creativity. Considerations were the basis for the formulation of the research hypothesis: The higher and more advanced level of organizational climate focused on creativity, the higher the level of creativity among students, who as part of the intellectual capital is a key factor in the development of micro-and macro-region. In order to verify this objective and the research hypothesis, tests on a group of 232 students from the University of Szczecin, West Pomeranian University of Technology and the Academy of Art was conducted.

Pandy (2013) studied titled “A Comparative Study of Organizational Climate of Jawahar Navodaya Vidyalaya (JNV) and Kasturba Gandhi Balika Vidyalaya (KGBV) with Regard to Student Adjustment & Academic Achievement”. The major objectives of the study were: 1- To compare the organizational climate of Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV). 2-To compare the adjustment of the students studying in Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).3- To compare the academic achievement of the students studying in Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV). Normative survey method of research was used in the present study. All the teachers and in secondary school female students of 8th class studying in Jawahar Navodaya Vidyalaya (JNV) and Kasturba Gandhi Balika Vidyalaya (KGBV) constituted the population of the study. 200 female students studying in Jawahar Navodaya Vidyalaya (JNV) and 200 female students Kasturba Gandhi Balika Vidyalaya (KGBV) were selected randomly as sample of study. Besides, teachers from 15 Jawahar Navodaya Vidyalaya (JNV) and 17 Kasturba Gandhi Balika Vidyalaya (KGBV) were taken as sample units of study through random sampling. Major findings of the study were 1-The organizational climate of both the schools, i.e. Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas has been found to be somewhat similarly oriented towards 'humanized thrust'. 2- The students studying in Kasturba Gandhi Balika Vidyalaya have been found having high 'emotional adjustment' as compared to the female students studying in Jawahar Navodaya Vidyalaya. 3- The academic achievement of female students of Jawahar Navodaya Vidyalaya has been found higher as compared to female students studying in Kasturba Gandhi Balika Vidyalayas.

Mahmudah , Christiananta. & Eliyana (2017) examine and analyze the influence of organizational climate on motivation and student achievement. In achieving goals, the explanatory method with descriptive analysis and inferential analysis using Structural Equation Modeling (SEM) by AMOS program version 19 and Sobel Test SPSS program version 19. Independent-Sample T Test and One Way ANOVA were also used to check the robustness variable organizational climate, motivation, student achievement variables by gender, employment status, and study programs. The data was obtained from questionnaires filled by 115 students of NSC Surabaya Polytechnic. The results of research showed that organizational climate has a significant effect on student achievement, motivation has a significant effect on student achievement, and organizational climate has no significant effect on student achievement. In addition, organizational climate has significant effect on student achievement through motivation. There were also no significant differences in organizational climate, motivation, and student achievement based on gender, employment status, and study programs.

Khullar (2009) studied titled “organizational climate and educational environment of senior secondary schools of Chandigarh as perceived by principals teachers and students. The main objectives of the study are 1-To study organizational climate of different senior secondary schools (govt. & pvt.) of Chandigarh as perceived by principals, teachers and students. 2. To study the difference in organizational climate of schools management wise, designation wise, gender wise and age categories wise. 3. To study and analyse the perceptions of principals, teachers and students regarding educational environment of the sample schools. 4. To categorize the schools according to their climates. 5. To study the correlation between all the dimensions of organizational climate and subscales of educational environment in the sample schools. The major findings of the study are 1-In govt, schools there is significant difference in each dimension except hindrance and consideration which are non significant. 2- In pvt. schools there is significant difference in each dimension except hindrance which is non significant. Dimension hindrance shows non significant difference in both types of schools. 3- The high %age of significant values were for pvt. 88% and for govt. 75%. 4-In govt, schools, female respondents have higher means than male respondents for the dimensions disengagement, esprit, intimacy, aloofness. 5- In private schools, female respondents have higher means than male respondents for the dimensions esprit, aloofness and consideration. 6- In govt, and private schools, both male and female respondents have higher means mostly in all the dimensions than their counterparts in the private schools.

Dadyala (2016) studied titled “The Effect of Organizational Climate on Job Satisfaction of Teachers and Academic Achievement of Students with Respect to Junior Colleges of Greater Mumbai”. Major Objectives of the study were: 1- To study the factors that can enhance the organizational climate of the junior colleges, job satisfaction of the teachers and the academic achievement of the students of junior colleges. 2- To study the relationship between organizational climate of the junior colleges, job satisfaction of the teachers and the academic achievement of students of the junior colleges. The study is conducted by Survey method through random sampling technique. 20 junior colleges of different categories like aided, unaided, and minority colleges were taken for this present study. The data were collected from 425 teachers of 20 aided, unaided and minority junior college teachers of Greater Mumbai. The marks of HSC board exams held in March 2014 of the students were also taken from the said colleges. The total sample consisted of 425 teachers and 7695 students of 20 junior colleges. The results of study revealed that there is no significant relationship between

job satisfaction of the teachers and the academic achievement of the students of junior colleges. There is no significant relationship between job satisfaction of teachers and academic achievement of the students of junior colleges. There is no significant relationship between the organizational climate of aided and unaided junior colleges as perceived by the teachers. The result also revealed that there is no significant relationship between the academic achievement of the aided and unaided junior college students.

OBJECTIVE OF THE STUDY:

1. To describe the organizational climate of Jawahar Navodaya Vidhyalaya of Haryana state as perceived by teachers.
2. To compare the study habit of secondary school students of Jawahar Navodaya Vidhyalaya in Haryana state

HYPOTHESIS OF THE STUDY:

There will be no significant difference in the organizational climate of Jawahar Navodaya Vidhyalaya of Haryana state as perceived by teachers.

ORGANIZATIONAL CLIMATE:

In the present study school climate was measured with the help of school organizational climate description questionnaire (SOCDQ) developed by M.L. Sharma (1978) to identify the type of school on the basis of the psycho-social dynamics operating in a school, as perceived by school teachers so as to classify selected government secondary schools in terms of being: (i) open, (ii) autonomous, (iii) familiar, (iv) controlled, (v) paternal and (vi) closed climate.

RESEARCH METHOD

The present study belongs to the category of descriptive field survey type of research and includes composite characteristics of causal comparative and correlational survey research.

Population, Sample and sampling procedure of the Study

A population can be defined as including all people or items with the characteristic one wish to understand. Because there is very rarely enough time or money to gather information from everyone or everything in a population, the goal becomes finding a representative sample (or subset) of that population. The population of the study comprised of all the teachers teaching in Nayodaya schools of Haryana. The sample of the study is comprised of 51 teachers teaching in Nayodaya schools of Haryana.

Tools used: For present study following tools were used:

1. School organizational climate description questionnaire (SOCDQ) developed by M.L. Sharma.

DATA ANALYSIS AND INTERPRETATION:

Objective 1: To describe the teachers' samples based on their age, teaching experiences and in service trainings teaching in Jawahar Navodaya Vidhyalaya of Haryana state as perceived by teachers.

The first objective of the study was to description of the organizational climate of Jawahar Navodaya Vidhyalaya of Haryana state as perceived by teachers. Inferential Analysis of sampled teachers and their perception about organizational climate, analyses were computed and the results of were shown in the Table 1 and 3.

Table 1 Gender and Age-wise Distribution of Teachers

Age Bracket	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Below 40 year	14	35.0	5	45.5	19	37.3
40 year & above	26	65.0	6	54.5	32	62.7
Total	40	100.0	11	100.0	51	100.0

Observation of the table 1 indicate that 35% of male and 45.5% of female teachers' samples are below forty years whereas 65% of male teachers and 54.5% of female teachers are above 40 years.

Table 2: Gender and Teaching Experience-wise Distribution of Teachers

Teaching Experience	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Upto 10 Year	16	40.0	7	63.6	23	45.1
Above 10 year	24	60.0	4	36.4	28	54.9
Total	40	100.0	11	100.0	51	100.0

Observation of the table 2 indicate that 40% of male and 63.6% of female teachers' samples have up to ten years of teaching experience whereas 60% of male teachers and 36.4% of female teachers have above 10 years of teaching experiences.

Table 3: Attended in-service Training programme of Teachers

In-service Training Programme	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Not attained	0	0.0	5	45.5	5	9.8
Attained	40	100.0	6	54.5	46	90.2
Total	40	100.0	11	100.0	51	100.0

Observation of the table 3 indicate that 0% of male and 45.5% of female teachers' samples have not attended in-service training whereas 100% of male teachers and 54.5% of female teachers have attended in-service training.

Objective 2: To compare the organizational climate of Jawahar Navodaya Vidhyalaya of Haryana state as perceived by teachers.

H02: There will be no significant difference in the organizational climate of Jawahar Navodaya Vidhyalaya of Haryana state as perceived by teachers.

The second objective of the study was to compare the organizational climate of Jawahar Navodaya Vidhyalaya of Haryana state as perceived by teachers. Inferential Analysis of sampled teachers and their perception about organizational climate, analyses were computed and the results of were shown in the Table 4 and 5.

Table 4 Showing Mean, SD, SE_M and t-value organizational climate of Jawahar Navodaya Vidhyalaya of Haryana state as perceived by Male and Female Teachers

Dimension	Gender	Mean	SD	SE _M	t-value	d.f	p-value
Disengagement	Male	25.03	6.84	1.08	0.864	49	0.392
	Female	23.09	5.41	1.63			
Alienation	Male	10.33	3.12	0.49	0.232	49	0.817
	Female	10.09	2.21	0.67			
Espirit	Male	22.93	4.75	0.75	0.760	49	0.451
	Female	21.73	4.13	1.24			
Intimacy	Male	19.45	5.38	0.85	0.055	49	0.956
	Female	19.55	3.59	1.08			
Psycho-Physical Hindrance	Male	16.38	4.39	0.69	0.951	49	0.346
	Female	15.00	3.63	1.10			
Controls	Male	15.28	4.93	0.78	0.290	49	0.773
	Female	14.82	3.16	0.95			
Production Emphasis	Male	15.48	4.03	0.64	0.772	49	0.444
	Female	14.45	3.24	0.98			
Humanized Thrust	Male	32.48	8.15	1.29	0.077	49	0.939
	Female	32.27	5.41	1.63			
Total	Male	157.33	36.92	5.84	0.536	49	0.595
	Female	151.00	24.03	7.25			

* Significance level .05

Observation of the table 4 indicates that calculated t-value of (Disengagement, Alienation, Espirit, Intimacy, Psycho-Physical Hindrance, Controls, Production Emphasis, Humanized Thrust) component of organizational climate of male and female teachers for 49 degree of freedom is 0.864, 0.232, 0.760, 0.055, 0.951, 0.290, 0.772, 0.077 and 0.536 which is less than the table value for this degree of freedom which is not significant. Thus it can be concluding that there is no significant difference in organizational climate of Male and Female Teachers Jawahar Navodaya Vidhyalaya of Haryana state.

Table 5 Showing Mean, SD, SE_M and t-value organizational climate of Jawahar Navodaya Vidhyalaya of Haryana state as perceived by Teachers on the basis of their experiences

Dimension	Teaching Experience	Mean	SD	SE _M	t-value	d.f.	p-value
Disengagement	Upto 10 Year	24.91	6.62	1.38	0.298	49	0.767
	Above 10 year	24.36	6.62	1.25			
Alienation	Upto 10 Year	10.74	2.70	0.56	1.026	49	0.310
	Above 10 year	9.89	3.11	0.59			
Espirit	Upto 10 Year	23.04	4.24	0.88	0.526	49	0.602
	Above 10 year	22.36	4.95	0.93			
Intimacy	Upto 10 Year	19.61	5.52	1.15	0.176	49	0.861
	Above 10 year	19.36	4.67	0.88			
Psycho-Physical Hindrance	Upto 10 Year	16.43	4.78	1.00	0.540	49	0.592
	Above 10 year	15.79	3.81	0.72			
Controls	Upto 10 Year	15.39	5.69	1.19	0.301	49	0.765
	Above 10 year	15.00	3.52	0.66			
Production Emphasis	Upto 10 Year	15.87	4.54	0.95	1.029	49	0.308
	Above 10 year	14.75	3.22	0.61			
Humanized Thrust	Upto 10 Year	33.04	7.62	1.59	0.518	49	0.607
	Above 10 year	31.93	7.67	1.45			
Total	Upto 10 Year	159.04	36.80	7.67	0.576	49	0.568
	Above 10 year	153.43	32.83	6.20			

*** Significance level .05**

Observation of the table 5 indicates that calculated t-value of (Disengagement, Alienation, Espirit, Intimacy, Psycho-Physical Hindrance, Controls, Production Emphasis, Humanized Thrust) component of organizational climate of male and female teachers for 49 degree of freedom is 0.298, 1.026, 0.526, 0.176, 0.540, 0.301, 1.029, 0.576 and 0.576 which is less than the table value for this degree of freedom which is not significant. Thus, it can be concluding that there is no significant difference in organizational climate of up to 10 years and above 10 years experienced teachers of Jawahar Navodaya Vidhyalaya of Haryana state.

MAIN FINDINGS OF THE STUDY:

It can be concluding that there is no significant difference in organizational climate of Male and Female Teachers Jawahar Navodaya Vidhyalaya of Haryana state. it can also be concluding that there is no significant difference in organizational climate of up to 10 years and above 10 years experienced teachers of Jawahar Navodaya Vidhyalaya of Haryana state.

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