

**ORGANISATIONAL CLIMATE OF NAVODAYA VIDYALAYAS
OF GUJARAT****Ummed Singh & Hansaben D. Patel**

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Abstract

The unique personality emerging as a result of interaction between different members of an organization can be broadly defined as 'Organisational Climate'. The organizational climate may ultimately be defined in terms of interaction that takes place between organizational members as they fulfill their prescribed roles while satisfying their individual needs. The distinct climate, atmosphere, or personality perceived by persons in a particular building is a result of the manner in which actors at each hierarchical level of the organization interact with each other and with incumbents of other hierarchical levels.

Thus, taking into consideration the interdependence between Organizational Climate and other variables a training programme for teachers and Headmasters of Navodaya Vidyalayas may be planned and strategies for changing the school climate may be defined. Hence 'School effectiveness' in terms of academic achievement index of the Navodaya Vidyalayas teacher satisfaction and other output variables in terms of quantity and quality may be raised. In this way the study may provide guidance and help to administrators of Navodaya Vidyalayas samiti in planning and implementing programmes to achieve this end with respect to Navodaya Vidyalayas of India.

Key words: Organisational climate, Navodaya Vidyalaya, Gujarat.

Introduction

The unique personality emerging as a result of interaction between different members of an organization can be broadly defined as '**Organisational Climate**'. The organizational climate may ultimately be defined in terms of interaction that takes place between organizational members as they fulfill their prescribed roles while satisfying their individual needs.

The only justification for the existence of a school is its ability to educate its students. The better the education provided the better the school justifies its being. It is assumed that a stimulating work environment is essential in a complex social organization like school, in order that individual and group talent may be released and that creativity, growth and change may be encouraged.

The Concept of Organisational Climate

The distinct climate, atmosphere, or personality perceived by persons in a particular building is a result of the manner in which actors at each hierarchical level of the organization interact with each other and with incumbents of other hierarchical levels. This feeling which results from the interaction of role participants at the various hierarchical levels of the organization housed in a particular building is often referred to now, as the "**Organisational Climate**".

Cornell used this terminology in 1955 when he referred to the organizational climate of a school as a delicate blending of interpretation by persons in the organization of their jobs or roles in relationship to others and their interpretations of the rules of others in the organization.

The concept of Argyris which treats organization as personality is the concept of Organisational Climate which embraces the milieu of personalities. Principal and teachers, interacting within the Sociological and Psychological frame work of an institution such as the Secondary school. Climate may be pictured as a personality sketch of a school, as personality describes an individual. So climate defines the essence of an institution. Morale is but a part of one's personality and it is only one facet of Organisational Climate. As stated by Sharma(1972) 'Morale' can be defined ultimately in terms of specific human needs and individual perceptions of the environmental sources for the satisfaction of their needs. Personality is relatively stable over a period of time, but it can change. So it is with Organisational Climate. Personality is

complex and Organisational Climate being composed of the interaction of diverse individual personalities is, indeed, a broad multi-faceted idea.

Sharma (1971) had to say that Organisational Climate may ultimately be defined in terms of interaction that takes place between organizational members as they fulfill their prescribed roles while satisfying their individual needs.

After analyzing the definitions given by different authors one can say that organizational climate is that final image or picture that take place amongst the organizational members of an institute. Therefore, the organizational climate of a school is the resultant environment which is the outcome of social interaction amongst the teachers and teachers and the Principal.

Sharma(1973) identified six types of climates, such as (i) open climate (ii) autonomous climate (iii) familiar climate (iv) controlled climate (v) paternal climate (vi) closed climate.

If we direct our attention towards Navodaya Vidyalayas spread all over the country we can easily see that they have emerged as quality schools providing quality education for rural talents and spreading the feelings of national integration. They are, at present, considered to be the fore runners in the educational system of our country at Primary, Secondary and Higher Secondary School levels. By adopting 10+2 system of education they have successfully incorporated in their syllabus many innovations relevant to the present needs of our Society.

Objectives of the Study

1. To construct climate profiles for Navodaya Vidyalayas belonged to Gujarat State.
2. To identify and classify the organizational climate of Navodaya Vidyalayas of Gujarat.
3. To investigate the relationship between Organisational Climate and teachers satisfaction.
4. To investigate the relationship between Organisational Climate and Headmaster effectiveness.
5. To investigate the relationship between Organisational Climate and School effectiveness.

6. To investigate the relationship between Organisational Climate and academic achievement of the students.

Hypotheses

1. Navodaya Vidyalayas of Gujarat will differ among themselves in their Organisational Climate.
2. There will be no relationship between Organisational Climate and teacher satisfaction.
3. There will be no relationship between Organisational Climate and School effectiveness.
4. There will be no relationship between Organisational Climate and Headmaster effectiveness.
5. There will be no relationship between Organisational Climate and the academic achievement of the students.

Design of the Study

The present study is a survey in which normative survey method is used. All 12 Navodaya Vidyalayas of Gujarat State constituted the population for the present study. Principal and teachers of all types and grades of the Navodaya Vidyalayas belonged to Gujarat State were selected for estimating the Organisational Climate to know the school effectiveness. The student leaders were also acted as the respondents. For data collection to know the Organisational Climate of the institutions School Organisational Climate Description Questionnaire (SOCDQ) developed by Sharma (1973) was used. To collect biographical data, a proforma and three scales to know 'Teacher satisfaction', 'Principal effectiveness' and 'School effectiveness' were developed by the investigator. Investigator also collected results from the office record of the Vidyalayas to know the academic achievement of the students.

Statistical analysis of data

Identification of the School Climate was made with the help of prototypic profiles as guided by Sharma (1973) as stated below :

- (a)raw scores were converted into doubly standardized scores first by normative standardization and then by ipsative standardization procedures.
- (b)normatively, each sub-test score was standardized across the total sample of schools according to the mean and standard deviation of the total sample for that sub-test.
- (c)ipsatively, each sub-test score was standardized with respect to the mean and standard deviation of the profile scores for each Navodaya Vidyalaya.

(d)for both standardized procedures a mean of 50 and a standard deviation of 10 was used. These eight standard scores represented the school profiles.

(e)to assign climate type to each school of the sample each of the profiles was compared with the six proto-type profiles.

Relationship between school climate and other variable (such as principal effectiveness, teacher satisfaction, school effectiveness and academic achievement) was calculated by correlation.

Major Findings

1. Out of 12 Navodaya Vidyalayas of Gujarat sample 1, 2, 3, 4, 5 and 0 were perceived by their respective staff as – ‘open’, ‘autonomous’, ‘familiar’, ‘controlled’, ‘paternal’ and ‘closed’, respectively. These climates can be arranged on a continuum with ‘open’ climate at the one end and ‘closed’ climate on the other end.
2. ‘Paternal’ climate was the most frequently perceived (41.66 percent) followed by ‘controlled’ (33.33 percent) and ‘autonomous’ (16.66 percent) and then by ‘familiar’ and ‘open’ both were (8.33 percent).
3. There was no ‘Closed climate’ in any Navodaya Vidyalaya of Gujarat.
4. There was a significant positive correlation between school climate and teacher satisfaction. It indicates that higher satisfaction among the members of the staff is necessary for the permeation of school climate. It also means that ‘teacher satisfaction’ and school climate appear to have some interdependence and if one is known the other can be predicted.
5. There were insignificant correlation between :
 - i) School climate and Principal effectiveness
 - ii) School climate and School effectiveness
 - iii) School climate and academic achievement of the students.
6. Teacher’s satisfaction was found positively related with different types of Organisational Climate of Navodaya Vidyalayas.
7. Headmaster’s effectiveness was found positively related with different types of Organisational Climate of Navodaya Vidyalayas.
8. Significant positive correlation were found between different types of Organisational Climate of Navodaya Vidyalayas and school effectiveness.

9. There was insignificant correlation between 'Paternal climate' and school effectiveness.
10. There were significant positive correlation between type of organizational climate of Navodaya Vidyalaya and academic achievement of the students.
11. There was insignificant correlation between 'Paternal climate' and school academic achievement.
12. 'Closed Climate' was not found in any Navodaya Vidyalayas of Gujarat.

Educational Implications

The present investigation has revealed that school climate and 'Teacher satisfaction' are interrelated. It is difficult to establish cause and effect relationship between the two, but it is clear that both interact, influencing the other significantly. A congenial school climate which is the result of leadership behaviour of the Headmaster produces a feeling of satisfaction, improves teacher morale which in turn influences the teaching learning process in the classroom. This is another important finding with obvious implications for administrators.

The investigation revealed that the trend of Navodaya Vidyalayas was found against the continuum from 'Open' to 'Closed'. Hence the programmes, seminars and workshops should be organized on Organizational Climate. So that, we could change the Vidyalayas climate and bring them close to the continuum from 'Open to Closed'.

Again factors like 'Disengagement' and 'Psycho physical hindrance' were found negatively significantly related to 'Teacher satisfaction', 'Headmaster effectiveness', 'School effectiveness' and 'Academic achievement'. Hence it is a challenge for those, who are working in Navodaya Vidyalayas to avoid these factors as far as possible so that better 'Teacher satisfaction', 'Headmaster effectiveness', 'School effectiveness', and Academic achievement could be achieved.

Thus, taking into consideration the interdependence between Organizational Climate and other variables a training programme for teachers and Headmasters of Navodaya Vidyalayas may be planned and strategies for changing the school climate may be defined. Hence 'School effectiveness' in terms of academic achievement index of the Navodaya Vidyalayas teacher satisfaction and other out put variables in terms of quantity and quality may be raised. In this way the study may provide guidance and help to administrators of Navodaya Vidyalayas samiti in planning and implementing programmes to achieve this end with respect to Navodaya Vidyalayas of India.

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