

Organizational Climate among Primary School Teachers With Respect To Gender and Management

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ABSTRACT

Organizational climate is a relatively enduring quality of the internal environment of an organization and is the recurring patterns of behavior, attitudes and feelings that characterize life in the organization. Organizational culture is a system of shared assumptions, values and beliefs that governs how people behave in organizations. The culture of an organization provides boundaries and guidelines that help members of the organization know the correct way to perform their jobs. The study was conducted on 334 primary school teachers from Medak district of Telangana State. The result reveals that there is a significant difference in Organizational climate with respect to gender and management among primary school teachers.

Keywords: *Organizational climate, culture, management.*

Organizational climate (sometimes known as Corporate Climate) is the process of quantifying the “culture” of an organization; it precedes the notion of organizational culture. Organizational culture tends to be shared by all or most members of some social group; is something that older members usually try to pass on to younger members; shapes behavior and structures perceptions of the world. Cultures are often studied and understood at a national level, such as the American or French culture. Culture includes deeply held values, beliefs and assumptions, symbols, heroes, and rituals.

Culture can be examined at an organizational level as well. The main distinction between organizational and national culture is that people can choose to join a place of work, but are usually born into a national culture.

Organizational climate, on the other hand, is often defined as the recurring patterns of behavior, attitudes and feelings that characterize life in the organization, while an organization culture tends to be deep and stable. Although culture and climate are related, climate often proves easier

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to assess and change. At an individual level of analysis the concept is called individual psychological climate. These individual perceptions are often aggregated or collected for analysis and understanding at the team or group level, or the divisional, functional, or overall organizational level. Mullins (1993) organizational climate is a relatively enduring quality of the internal environment of an organization that (a) is experienced by its members, (b) influences their behavior, and (c) can be described in terms of the values of a particular set of characteristics or attributes of the organization”

Organizational climate is a term that was probably first used by Cornell in 1955. He used the term to denote a "delicate blending of interpretations or perceptions by persons in the organization of their jobs or roles in relationship to others and their interpretation of the roles of others in the organization". He interpreted organization in the sense of a formal structure. The term organizational climate has been defined in different ways by different writers. Argyris (1957) used the term 'personality or organizational climate while some others referred the term as 'a general flow of behaviour and feeling' and felt the organizational climate to be the interaction between environmental and personal variables of members of a group or groups which operate in an organization. Organizational climate is created by the interaction, with one another, of the organizational components, namely culture, structure, system, leadership behavior and psychological needs of the members of the organization. Thus a climate may be seen as hostile or supportive, as conducive to achievement or stifling and so on.

CHARACTERISTICS OF ORGANIZATIONAL CLIMATE

- Innovation
- Flexibility
- Appreciation and recognition
- Concern for employee well-being
- Learning and development
- Citizenship and ethics
- Quality performance
- Involvement and empowerment

OBJECTIVES

1. To find the organizational climate among primary school teachers with respect to gender.
2. To find the organizational climate among primary school teachers with respect to management.

Hypothesis

1. There exists no significant difference in organizational climate among primary school teachers with respect to gender.
2. There exists no significant difference in organizational climate among primary school teachers with respect to management.

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Sample of the Study

The sample consisted of 334 teachers of primary schools of Medak district of Telangana State, India

Tool of the Study

Organizational Climate Scale for Teachers by Venita Singh.

Analysis and Interpretation

Hypothesis – 1: There exists no significant difference in organizational climate among primary school teachers with respect to gender.

To verify the above Hypothesis, t test was performed. The results of t test are given in the following table:

	Gender	N	Mean	SD	t	Sig.
Organizational Climate	Male	175	208.9	36.06	8.747	0.000
	Female	159	244.1	37.43		

From the above table, the mean score obtained for male primary teachers was 208.9 and that of female primary teachers was 244.1. The obtained t value 8.747 was found to be statistically highly significant at 0.00 level, which indicates that the organizational climate was higher in female primary teachers than that of male primary teachers.

Hence the hypothesis 1, which states that ‘There exists no significant difference in organizational climate among primary school teachers with respect to gender’, is rejected.

Hypothesis - 2: There exists no significant difference in organizational climate among primary school teachers with respect to management.

To verify the above Hypothesis, one way Anova was performed. The results of F test are given in the following table:

Variables	Management type	N	Mean	SD	F	Sig.
Organizational Climate	Govt. School	159	208.3	35.54	33.907	0.000
	Private School	102	238.8	40.69		
	Govt. Aided School	73	245.3	35.41		

From the above table, the mean score obtained for government school primary teachers was 208.3, for private school primary teachers was 238.8 and that of government aided school primary teachers was 245.3. The obtained F value 33.907 was found to be statistically highly significant at 0.00 level. Therefore, it may be concluded that, the organizational climate among government aided School primary teachers appear to be better than that of private school primary

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teachers which in turn was better than government school primary teachers, and it was statistically significant.

It is clear from the above table that F-Ratio for organizational climate with respect to management came out to be 33.907 which was highly significant at 0.00 level of significance. Hence the hypothesis 2, which states that ‘There exists no significant difference in organizational climate among primary school teachers with respect to management’, is rejected.

FINDINGS:

1. Female teachers were better than male teachers in organizational climate among primary school teachers.
2. Government Aided Schools teachers were better than Private and Government Schools teachers in organizational climate among primary school teachers.

CONCLUSION:

The result reveals that there is a significant difference in organizational climate among primary school teachers with respect to gender and management.

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