



School Organizational Climate - Principal Behaviour And Teacher Behaviour

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Abstract: Climate is not created overnight, rather it is built up, and shaped over a long period through a collation of experiences and interactions. Organizational climate may be referred as an employee's long lasting perception of the working environment and culture of the business they work for. An organization can be taken as an entity wherein two or more people may work cooperatively towards a common goal or a set of goals. school is also an organization, as it is viewed as a social system of cooperation, designed to enhance individual effort toward goal accomplishments. The Researcher after a careful study on the behavioural aspects manifested by principals and teachers in accordance to the dimensions specified for each category – Principal and Teachers intended to study The nature of *Organizational Climate* and its dimensions as perceived by higher secondary school teachers in Chennai City in total. The study was conducted on 500 Higher Secondary School Teachers from Chennai District of Tamil Nadu State. The descriptive data analysis reveals that higher secondary school teachers working in the schools in Chennai City, are found to experience a *half open / half closed* overall *Organizational Climate* (34.6%).

Keywords: School Organizational Climate , Principal Behaviour And Teacher Behaviour

Sociologically school is a social arena. Academically schools is considered as a repertory of knowledge. Educationally school is treated as a workshop, where moulding of characters occurs. Spiritually school is a temple of learning. That is, fundamentally school is a place of formal education. It is certain that no one will deny the advantage of formal education. Now a days, all the people irrespective of caste or creed, belonging to rural or urban locality, hailing from educated or uneducated background, and have earnings to pay a little for wards' education or not having sufficient earnings to pay for children education, varied avenues are created by welfare governments to enable children from any sort of background to avail quality / standard education from the schools suitable for one's educational or financial backgrounds. Since large sums of tax payers' money is spent for education every year, the welfare governments do not fail to ensure that the money allotted for education is wisely spent. Though educational reforms are introduced now and them, they fail to achieve what was they intended for, due to hasty introduction without prior verification of ground realities such as the mindset of teachers, their preparedness, their school climate, etc. More importantly, a fair understanding of school climate is of importance not only for the students and teachers but also for the general public to follow the Programs of education in the community.

School Climate: The school organizational climate is claimed to be a factor of relevance to know about the effectiveness of a school and the quality of work environment deduced from the reports / responses of the employees executing the tasks (Pritchard, R.J; Morrow, D & Marshall, J.C, 2005). Moreover, school climate has long been considered as an influencing factor over the reading skills of the students, grade point average, academic adjustments, and participation in organized extracurricular Programs (Martinez, A, et al, 2014). Among different types of school management, the public schools stand out from the schools of other types of management in forming school climate conducive for employees to breathe an air of freedom to feel comfortable, accepted, recognized and supported by the authorities who are basically proactive and as such freely interactive with all other employees irrespective of their grades or status (Spillane, J.P, 2006). Therefore, when school leaders strive to maintain a positive school climate, culture and environment, it is certain a fall in human conflict is imminent (Hoyle, J.R, 2002). However, such an approach does not seem to be feasible in the development of high performing schools. Moreover, it is understood that the attitude of an organization is a representation of its climate. According to Gruenert, S (2008) climate as the environment within an organization that can be closed or opened depending on the reaction and satisfaction of its members. The Researcher having discussed the inherent characteristics of school climate deeply and widely has turned her attention towards measuring the core characteristic features of a school – *school climate*.

TYPES OF SCHOOL CLIMATE

School climate is a multi-dimensional concept. The variations in school climate are the reasons for differences in school effectiveness. Halpin A.W & Croft D.B (1963) have reported EIGHT dimensions of school climate. The FOUR of the dimensions that describe the behaviour of the teachers' group are: 1. **Intimacy** 2. **Esprit-de-corps** 3. **Hindrance** 4. **Disengagement** Similarly, the following FOUR dimensions portrays the core behaviours of the principal. 1. **Consideration** 2. **Thrust** 3. **Production Emphasis** 4. **Aloofness**

Need for the study

Teachers are like burning candles dispelling darkness from the minds and heart of students (Kumar & Dhandhi, 2012). Therefore, a place like school is found to be indispensable to achieve the goal of enlightening the minds of the younger generation. Naturally, the teachers become the heart and soul of every educational institutions. The task of transferring knowledge, skills, values, ethics and tradition is silently going on in schools of all categories. More importantly, the same students who come through school education when start prosecuting their studies in Centres of higher education, become knowledge creators. It clearly shows that it is the school that helps the students reach the pinnacle of knowledge by the peerless service rendered by teachers. Therefore, any study focusing on teachers is worth doing. However, when teachers are studied in terms of their role in enhancing the quality of a formal organization referred as school organizational climate, it would be wholesome and much more contributive than those targeting student oriented problems, teacher based conflicts or impediments, the principal / teacher managerial responsibilities, because in a single stroke a study on school

organizational climate of a group of institutions, opens up the flood gate of information directly about teachers, and the principals / headmasters and indirectly revealing the benefits and losses being faced by the students and the management. It is more so in the case of the current study. The current study on organizational climate as perceived by the teachers of higher secondary schools in Chennai City will merit attention from all quarters.

Objective

To find the nature of *Organizational Climate* and its dimensions – **pertaining to principal behaviour** - *Supportive behaviour, Directive behaviour, Restrictive behaviour* – **pertaining to teacher behaviour** - *Collegial behaviour, Intimate behaviour and Disengaged behaviour* as perceived by higher secondary school teachers in Chennai City in total.

Hypothesis

The nature of organizational climate and its dimensions as perceived by the higher secondary school teachers in Chennai City is half open / half closed.

Population

All the higher secondary school teachers working in the schools recognized by Government of Tamil Nadu in Chennai City form the population of the study.

Sample

Stratified random sampling method was followed for selecting sample for the present study. *5% to 10%* of the population was chosen by random. The sample of the study consists of **500 higher secondary school teachers** taken.

Method

The present study would make use of *Descriptive Survey method* for realizing the objective of the study.

The nature of organizational climate and its dimensions as perceived by the higher secondary school teachers in Chennai City is half open / half closed.

Table 1

Nature of organizational climate and its dimensions as perceived by the higher secondary school teachers in Chennai City

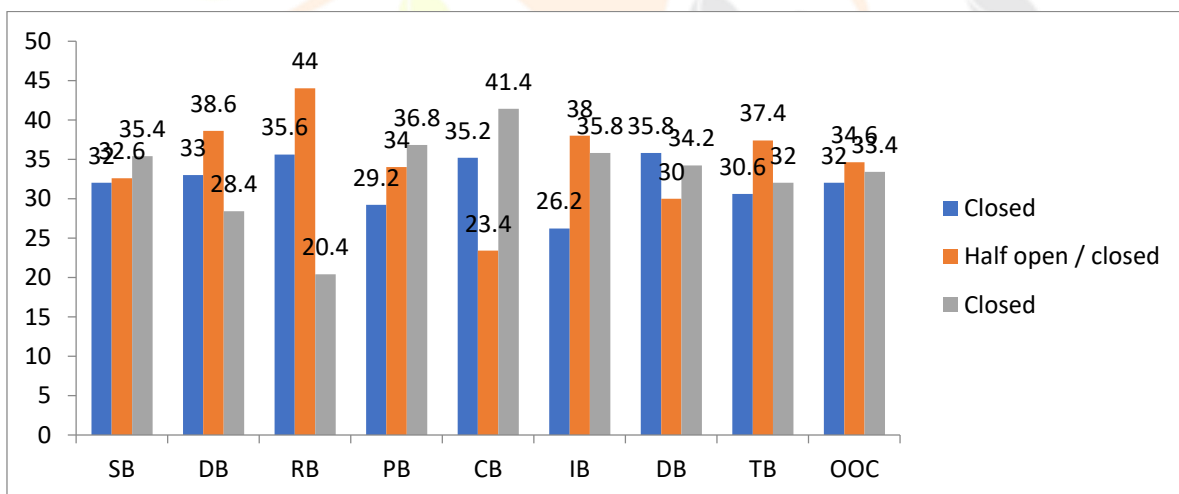
Variable	N	Closed		Half open / closed		Open	
		N	%	N	%	N	%
Supportive Behaviour	500	160	32.0	163	32.6	177	35.4*

<i>Directive Behaviour</i>	500	165	33.0	193	38.6*	142	28.4
<i>Restrictive Behaviour</i>	500	178	35.6	220	44.0*	102	20.4
<i>Principal Behaviour</i>	500	146	29.2	170	34.0	184	36.8*
<i>Collegial Behaviour</i>	500	176	35.2	117	23.4	207	41.4*
<i>Intimate Behaviour</i>	500	131	26.2	190	38.0*	179	35.8
<i>Disengaged Behaviour</i>	500	179	35.8*	150	30.0	171	34.2
<i>Teacher Behaviour</i>	500	153	30.6	187	37.4*	160	32.0
<i>Overall Organisational Climate</i>	500	160	32.0	173	34.6*	167	33.4

* indicates the level of perceived organizational climate

Figure 1

Nature of organizational climate and its dimensions as perceived by the higher secondary school teachers in Chennai City



Findings:

The descriptive data analysis reveals that higher secondary school teachers working in the schools in Chennai City, are found to experience a **half open / half closed** overall *Organizational Climate* (34.6%). The higher secondary class teachers in the schools in Chennai City are found to experience an **open climate** in terms of *Principal behaviour* (36.8%). The higher secondary class teachers in the schools in Chennai City are found to experience an **open climate** in terms of Supportive behaviour (35.4%), the prime dimension of *Principal behaviour*. The higher secondary class teachers in the schools in Chennai City are found to experience a **half open / half closed climate** in terms of the dimensions *Directive behaviour* (38.6%) and *Restrictive behaviour* (44%) of *Principal behaviour*.

The higher secondary class teachers in the schools in Chennai City are found to experience a **half open / half closed climate** (37.4%) in respect of *Teacher behaviour*. The higher secondary class teachers in the schools in Chennai City are found to experience a **closed climate** in terms of *Disengaged behaviour* (35.8%) a negative dimension of *Teacher behaviour*. The higher secondary class teachers in the schools in Chennai City are found to experience a **half open / half closed climate** in terms of *Intimate behaviour* (38%), a prominent positive dimension of *Teacher behaviour*.

Result and Discussion

The major outcome of the current study in terms of the overall *Organizational Climate* of the teachers of higher secondary schools in Chennai City is stated to be **half open / half closed** (34.6%). It indicates that the nature of the prevailing *Organizational Climate* as perceived by teachers of higher secondary classes in Chennai City, Tamil Nadu is neither fully open nor fully closed, but occupies an intermediary state between open and closed form of climate. It is worth reminding here that the status of *Organizational Climate* prevailing in the higher secondary schools in Chennai City was judged from the perception of teachers in those schools about their *Principal behaviour*, a summing up of all the three dimensions – *Supportive behaviour*, *Directive behaviour* and *Restrictive behaviour*. That is, the first part / phase of the school *Organizational Climate* is in terms of *Principal behaviour* as perceived by his or her teachers.

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