ORGANISATIONAL CLIMATES OF RESIDENTIAL & NON RESIDENTIAL SCHOOLS: A COMPARATIVE STUDY

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ABSTRACT
Organisational climate of the institutions affects the competence, job satisfaction, motivation level of teachers and achievement levels of students. Therefore the present study was conducted to compare the organizational climate as perceived by teachers working in different types of the schools. Organisational climate and its dimensions namely, disengagement, alienation, esprit, intimacy, psycho-physical hindrance, controls, production emphasis and humanized have been treated as the dependent variables, whereas type of schools constituted the independent variable for the study. Descriptive survey method was used for the study. The sample consisted of 30 schools selected out of 1500 CBSE affiliated schools located in Haryana through random sampling technique. Out of 30 schools, 15 were residential and 15 were non residential. Again from each school, 10-15 teachers were randomly selected and finally the total sample consisted of 414 teachers out of which 196 teachers were from residential schools and 218 teachers from non residential schools. School Organizational Climate Description Questionnaire SOCDQ by M.L Sharma was used to find out the organisational climate of schools as perceived by the teachers. The obtained data was analyzed using means, S.D’s and t-test. Findings of the study indicate that organisational climate is significantly different in residential and non residential schools. Moreover, residential school teachers perceived the organizational climate of their schools as better one. The study further revealed that levels of disengagement and alienation are significantly found higher in non residential schools. Levels of psycho-physical hindrance and intimacy are found to be slightly higher in residential schools but the difference is not significant.

INTRODUCTION
In recent years, the word organizational climate has attracted the attention of social scientists, educationists and management experts. Researchers have undertaken the study of the organizations with a view to understand the dynamics of educational organizations and strategies to improve those organizations. Any educational institution is also an organization like other organizations. It possesses certain characteristics or factors, which constitute its “environment” or the “climate”. The climate is the ‘feel’ of the institution, its personality’ or
its individuality or its ‘inner-life. This climate has a great impact on the output capacity of the
institution. The climate in educational institution affects the teachers and their teaching & the
learners and their learning.

Organizational Climate deals with values and attitudes of persons in the different sub-
systems existing in the school; the teachers; non-teaching and other categories of staff;
parents & students. Climate can be compared to a fertile land where seeds are sown, and from
which fruits are gathered later. Whatever be the high quality of the seeds, the technical
competence of the grower, and the financial resources available, all will depend on the
fertility of the soil as well. A similar analogy will hold good in an educational environment.
Hence a large number of principals, who have introduced innovations, have concentrated
their effort on creating an Organizational Climate. An organization is, no doubt, made up of
more than one individual. Climate of an organization although may not be a replica of sum of
individual personalities but it is definitely affected by the constituent individuals. In the same
way, the climate of an organization affects the personalities of individuals associated with the
organizations. Therefore a two way process goes on in which individuals and organizations
interact with each others. A school environment plays an important role in achieving the
goals framed for the children, because the school environment has maximum impact on their
thinking, reasoning and problem solving behaviour, achievements, attitudes and values.
It is this climate, which can be found conducive for the teachers to teach and the
students may feel like learning in it. The other side of the coin is that school
organizational climate may work to develop apathy in the minds of the teachers for
teaching and at the same time it can prove to be instrumental in creating distance for
learning in the minds of the learners. It may be said that organizational climate projects the
nature of a teaching-learning situation that is believed to prevail in a school.

Every school has its own character, and a distinct identity of its own. This is the
sum total of all the values and norms and the adherence to it, which have been internalized
by all or most of the people associated with a school, which form a part of everyone's
psyche. When people refer to the 'traditions' of a school, they are actually speaking about
these deeply embedded characteristics of the school. This becomes the 'school climate'.
These are all different ways of describing the 'quality of life' that is experienced and lived
by all the participants in the school life. This in turn is recognized by the parents and the
community that surround the school. There are obviously various components, which
ultimately shape the climate or ethos of a school. But all those individual factors by
themselves are not as powerful as the combined effect of all the factors, which we call the
school climate. It is therefore the cumulative effect that shapes the climate of the school.
The concept of organizational climate has a rich history in the social science literature. In
the early 1960 George Sterns was one of the first psychologists who saw the analogy with
individual personality and used the concept of organizational climate to study the
institutions of higher education. School climate has become a global construct that
researchers often use loosely to group together studies of school environment, learning
environment, learning climate, sense of community, leadership, academic climate and social
climate.
In practical terms, organization is usually evaluated on the basis of two dimensions: (i) performance and (ii) human factors. Halpin and Crofts (1963) enunciated four common dimensions: (i) Disengagement (ii) Espirit (iii) Intimacy and (iv) Production Emphasis. The four new dimensions stated by Sharma in 1973 are: (i) Psychophysical Hindrance (ii) Alienation (iii) Controls and (iv) Humanized Thrust. These dimensions have further been grouped under two categories: “Group Behaviour Characteristics” and “Leader Behaviour Characteristics”. Group Behaviour characteristics include Disengagement, Alienation, Espirit and intimacy & Leader Behaviour Characteristics include Psycho-Physical Hindrance, Control Production Emphasis and Humanized Thrust.

Review of the literature in organisational climate reveals that Organisational Climate is significantly and positively correlated with students’ scholastic achievement (Varshveya 1981, Suman Lata 2005). Organisational Climate has also significant relationship with organisational commitment (Turon 1988). Schools differ in their organisational climate (Ahlulwala 1990). There is significant correlation between organisational climates and job satisfaction (Park 2001, Mishra 2005). Teachers perceiving their climate as autonomous exhibited better teaching effectiveness than those who perceive their climate as closed one (Sodhi Binakshi 2012). Teaching Effectiveness differs significantly along the type of school organisational climate (Riti 2012). All these studies make it amply clear that role of organisational climate in deciding teaching effectiveness as well as overall effectiveness of the school is highly significant. Present study is aimed at penetrating into the climates of the organizations which play the central role in education process. Specifically residential and non-residential schools have apparently distinct climates. In recent years, expansion of school education has been tremendous. Day Schools, boarding schools and residential schools are being set up in big way with huge financial and human resource investments. Central and State govt are planning to open more and more schools on the pattern of Jawahar Navodaya Vidyalayas for weaker and deprived sections of the society. But effectiveness of any school system cannot be ensured by financial allocation alone. Therefore, keeping in view the above, the present study to compare the organisational climates of residential and non residential schools was taken up.

**VARIABLES INVOLVED**

In the present study, Organisational climate and its dimensions have been treated as the dependent variables, whereas type of schools constituted the independent variable for the study.

**OBJECTIVES OF THE STUDY**

To compare the Organizational Climate and its dimensions of residential and non-residential schools.

**DEFINITIONS OF KEY WORDS**

**Organizational Climate**

The organizational climate is the feel of the institution, its personality and its individuality resulting from social and psychological interaction between teachers and the principal and within the groups of teachers and students of a particular educational institution.
Residential Schools  
Residential school are those schools in which students stay away from the parents and reside in the accommodation provided by the school and follow a 24 hrs fixed scheduled prescribed by the school.

Non Residential Schools  
These are the schools in which student come in contact of teachers for a limited period generally 6 hrs a day.

METHODOLOGY AND PROCEDURE

Method: Descriptive survey method was used in the present study.

Sample: The sample consisted of 30 schools selected out of 1500 CBSE affiliated schools located in Haryana through random sampling technique. Out of 30 schools, 15 were residential and 15 were non residential. Again from each school, 10-15 teachers were randomly selected and finally the total sample consisted of 414 teachers out of which 196 teachers were from residential schools and 218 teachers from non residential schools.

Tool Used: Organisational Climate Description Questionnaire (OCDQ) by M.L. Sharma (1973) was used to find out the organisational climate of schools as perceived by the teachers. It consists of 64 items measuring different eight dimensions of organisational climate namely, disengagement, alienation, esprit, intimacy, psycho-physical hindrance, controls, production emphasis and humanized thrust. The items related with positive dimensions i.e. esprit, intimacy, production emphasis and humanize thrust were scored as 1 (rarely occurs), 2 (some times), 3 (often) and 4 (very frequently), while the items related with negative dimensions that is disengagement alienation, psycho-physical hindrance and controls were scored vice-versa i.e. 4 (rarely occurs), 3 (some times), 2 (often), 1 (very frequently)

Statistical Techniques Used t-test was used to assess the significance of difference between the organisational climates along with its dimensions of residential and non residential schools.

ANALYSIS AND INTERPRETATION
The objective of the study was to compare the organisational climate and its dimensions i.e. disengagement, alienation, esprit, intimacy, psycho-physical hindrance, controls, production-emphasis, humanized thrust as perceived by the teachers of residential and non residential school. To achieve the objective of the study, the data were subjected to t-values for the mean scores for the organisational climate and its dimensions with respect to the type of school have been illustrated in the following table. These mean scores have also been presented graphically in the Fig.1.
Table

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Organizational Climate and its Aspects</th>
<th>Teachers in Residential Schools N=196</th>
<th>Teachers in Non-Residential Schools N=218</th>
<th>t values</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organizational Climate</td>
<td>Mean 226.47 SD 12.53</td>
<td>Mean 193.38 SD 11.24</td>
<td>3.24**</td>
</tr>
<tr>
<td></td>
<td>Aspects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Disengagement</td>
<td>Mean 15.4 SD 2.31</td>
<td>Mean 16.34 SD 2.49</td>
<td>3.04**</td>
</tr>
<tr>
<td>2</td>
<td>Alienation</td>
<td>Mean 7.9 SD 1.34</td>
<td>Mean 8.45 SD 1.65</td>
<td>2.56*</td>
</tr>
<tr>
<td>3</td>
<td>Esprit</td>
<td>Mean 18.9 SD 2.98</td>
<td>Mean 19.34 SD 2.83</td>
<td>0.67 (NS)</td>
</tr>
<tr>
<td>4</td>
<td>Intimacy</td>
<td>Mean 22.9 SD 3.24</td>
<td>Mean 20.84 SD 3.47</td>
<td>0.56 (NS)</td>
</tr>
<tr>
<td>5</td>
<td>Psycho-Physical Hindrance</td>
<td>Mean 12.89 SD 1.76</td>
<td>Mean 12.44 SD 1.92</td>
<td>0.93 (NS)</td>
</tr>
<tr>
<td>6</td>
<td>Controls</td>
<td>Mean 12.78 SD 2.98</td>
<td>Mean 13.45 SD 3.03</td>
<td>2.79**</td>
</tr>
<tr>
<td>7</td>
<td>Production-Emphasis</td>
<td>Mean 16.62 SD 2.93</td>
<td>Mean 17.08 SD 2.82</td>
<td>0.85(NS)</td>
</tr>
<tr>
<td>8</td>
<td>Humanized Thrust</td>
<td>Mean 29.04 SD 3.78</td>
<td>Mean 27.89 SD 3.46</td>
<td>4.63**</td>
</tr>
</tbody>
</table>

** Significant at 0.01 level.   * Significant at 0.05 level.   NS Non Significant

As per table given above, the mean score of organisational climate in residential schools is 226.17 while the corresponding score of in non residential schools is 193.38. Value of t is 3.24 which is significant. Apparently higher scores of organisational climate in favour of residential schools can be understood in terms of natural setting of residential schools where teachers and principal live in a compound together for longer hours instead of limited 6 hrs stay in non residential schools. Also, it is observed that residential schools are situated in remote locations away from big townships. This situation creates a binding condition upon the inhabitants of a residential school to work with more cooperation and better understanding of each other. This situation equally affects the behaviour of the group as well as leader towards betterment. This finding supports to some extent those studies which have established that types of schools have distinct climates. Kaishnath (2000) had found that Jawahar Navodaya Vidyalays had open and controlled climates and students felt better
adjusted in open climates. Similarly Gupta (2009) had found that there was a significant difference in the climate of Public School and Govt. Schools.

Among the aspects related to group behaviour, the mean scores of disengagement, alienation, and esprit are higher in non residential school while the mean score of intimacy is higher in case of residential schools. t values of disengagement and alienation are 3.04 and 2.56 respectively which are significant at 0.01 and 0.05 levels. Levels of disengagement and alienation are significantly higher in non residential schools. This factor shows that in non residential school environments, ownership of the group with their work is lesser. They are more formal in the accomplishment of their duties. This can be due to the limited concerns of teachers of non residential schools while in residential schools framework and responsibilities and levels of expectations are much higher. This situation makes them more concerned with their respective works. Level of psycho-physical hindrance is slightly higher in residential schools but the different is not significant. Means score of control is higher in non residential schools again indicating towards lesser effectiveness of organisational climates.

Although the level of intimacy is slightly higher in favour of residential schools but t value is 0.56 which is insignificant. Slightly higher scores of intimacy in residential schools can be understood in terms of nature of work in residential schools where they have to work as a team for longer durations. Again these findings partially support the findings of Ahluwalia (1996) in which different types of climates were found to exist in different schools. Helflich (1994) had also revealed in his study that independent schools had higher climate scores as compared to the public ones. Kumar (2010) has also proved in his study that climate perception had a crucial role in deciding many other variables.
FINDINGS OF THE STUDY

- A significant difference was found in the organisational climates of residential and non-residential schools. Organisational climate of residential schools was found to be better than non-residential schools.
- There was a significant difference in the levels of disengagement and alienation in residential and non-residential schools. More disengagement and alienation were found in organizational climate of non-residential schools.
- There was no significant difference in esprit and intimacy levels in organisational climates of residential and non-residential schools.
- There was a significant difference in psycho-physical hindrance, controls, production emphasis and humanized thrust in organisational climates of residential and non-residential schools. Level of these four aspects was found to be more in organisational climates of residential schools.

EDUCATIONAL IMPLICATIONS

- Findings of the present study have some long-term implications for all the stakeholders of the system of education. Study has revealed that there exists a better organisational climate in residential schools as compared to non-residential schools. Learning has always been a direct product of organisational and family climates. The outcome of the study suggests that those factors should be studied in details which make the organisational climates of residential schools better. Steps should also be taken to implement those factors in non-residential schools to improve their respective climates.

- Levels of disengagement and alienation were found to be more in organisational climates of non-residential schools. These two dimensions lead towards close types of organisational climates which is considered to be worst types of climates. Educational managers need to think how they can tackle disengagement and alienation in their school environments. One obvious strategy can be to increase the participation of teachers in decision-making processes. Another possible strategy can be through motivating the teachers to enrol their personal wards in the schools where they themselves are teaching. This may increase their engagement levels in their work.

- Humanized thrust was found to be more in the climates of residential schools. This factor always makes the climates open which is always most desirable. All the stakeholders of educational systems need to think how this humanized thrust can be increased in climates. One obvious way can be that principal, teachers and students should increase their interactions in non-formal situations. Confining oneself strictly to office and classroom situations always makes the climate less humanized. Implementing continuous and comprehensive evaluation (CCE) in its letter and spirit can go a long way in making our organisational climates more humanized.
REFERENCES


