CHAPTER-II
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The concept of Organizational Climate has been the subject of many studies and research endeavours for the past three decades. No pretence is made of presenting a complete review. The purpose of this section is to introduce some of the findings of other researchers which seem to be related to the present study. The researches referred here are small out of the many directed towards the identification of Organizational Climate and comparative analysis between Government and private Secondary schools.

In contrast to Indian researches on Organizational Climate of schools, the theme has been more extensively and intensively investigated in some western countries. The OCDQ originally devised by Halpin and Croft has been largely used but its variation have been attempted.

2.1 RESEARCH IN WESTERN COUNTRIES:

Literature in organizational climate credits the first systematic analysis of this problem to CHRIS ARGYRIS (1958). In his attempt to systematically describe the factors which comprise Organizational Climate in a study of organizational relationships among staff members of a bank, Argyris saw a conflict between the individual, who seeks activity and independence through psychological development, and the bureaucratic formalized organisation, which keeps the individual in an infantile state of passive dependence. Argyris suggests that it is important to find ways to manage this inevitable conflict and keep it within tolerable bounds. He further contends that an interpersonal atmosphere of trust, openness, and low threat needs to be created. Without such an atmosphere, people feel they must attempt to hide conflict, which makes the problem that much more difficult to identify and deal with.
One of the earliest systematic studies of "Climate" in the classroom was undertaken by HAROLD H. ANDERSON and his associates. Their recording of "dominitive" and "integrative" actions of teachers and pupils in classroom interaction clearly demonstrated that acts of the teachers set behaviours patterns that were reflected in classroom interaction generally.

The relationship between leadership and climate was demonstrated by the IOWA study reported by LIPPLTH. In this study deliberately contrived variations of autocratic and democratic leadership were applied to experimental boys clubs to produce artificial group climates. The conclusions showed that (1) different behaviour styles of leaders do produce different group climates, (2) conversation categories differentiated leadership style better than social behaviour categories, (3) different leaders playing the same kind of leadership roles used similar behaviour style and produced similar reaction patterns, (4) group members in a democratic climate were more friendly to one another, showed more initiative, more group mindedness and more work mindedness, and had a higher level of frustration, tolerance and (5) leader behaviour categories represented the important parameters to which the children reacted.

Influenced by Milton Rokeach's concept (The open and closed Mind, Basic Books, New York, 1961), HALPIN AND CROFT choose to name the ends of the organisational climate continuum as "open" and "closed". An "open" climate is characterised by functional flexibility, where Esprit, Thrust, and Consideration are high, Disengagement, Hindrance, production Emphasis and Aloofness are low; and Intimacy is average. A "closed" climate is characterised by functional rigidity, where Hindrance, Disengagement, production emphasis and Aloofness and high, esprit, thrust and consideration are low; and intimacy as average. Both sets of characters are perceived as such by members of the organisation which in being categorised as having an "open" or a "close" climate. Research in the area of organizational climate was greatly facilitated by the development of the Organizational Climate
Description Questionnaire by Halpin and Croft in 1963. The development of the OCDQ led to an increase in the numbers concerned with the concept of Organizational climate as it relates to the educational enterprise.

FELDVEBEL AND ANDREWS, using the OCDQ explored the relationship between Organizational Climate and achievement of students within the schools. Feldvebel concluded that student achievement was positively related to consideration and negatively related to production Emphasis. Andrews found a positive relationship between achievement of the students and Intimacy.

A study by BUTT researched the relationship between school Organizational Climate and student creativity. This recent study, using the OCDQ to evaluate the climate of the respective schools and the Torrence Tests of Creativity with groups of elementary students, concluded that creativity was positively related to open climates in schools negatively related to closed climates. The sub-tests, Intimacy and Thrust, of the OCDQ were positively related to Creativity, where the sub tests, Disengagement and production Emphasis, were negatively related. The other four sub tests, Hindrance, Esprit, Aloofness and Consideration, were not related to creativity.

HARVEY investigated the relationship between Organizational Climate and teachers behaviour. Examination of these relationship showed no significant concomitancy of variation between climate and teachers behaviour pattern.

APPLEBERRY AND HOY, in studying organizational climates and humanistic pupil control, concluded that schools with open climates were more humanistic than schools with closed climates.

The size of the school is also a variable that has been considered in relationship to organizational climate. CENTRY AND KENNEY AND FLAGG found that there was a trend toward closed climates as the size
of the school increased. MARCUM AND JOHNSON, on the other hand, found that larger schools tended to have more open climates. The major concern of this study is to establish what relationships exist between the degree of adoption of educational innovations by elementary schools and the schools' organization climate. Relatively little research has been done on this question, and very few research studies have investigated this issue with respect to public schools in Western Canada.

MARCUM conducted a study of 30 schools in five states in the western part of the United States in 1967 to examine this relationship. He concluded that (1) schools involved in innovational practices were also characterized by open climates, higher expenditures per student, younger professional staff, lower tenure in the school, and larger number of professional staff (2) principals in the most innovative schools perceive climate as more open than the teachers, however, the teachers still viewed the climate as open, and (3) younger teacher, larger number of professional staff, and a lower number of years at a school were associated with the open climate schools.

SARAGENT (1967) found that a principal's personality relates somewhat to certain climate dimensions. The extent of openness of a high school climate can not be predicted from a knowledge of the principal's personality. The schools having different environment have different Organizational climate.

KLM HYO - SUN'S (1971) study in not western. In fact, it is Asian study. This study showed that principals in school with "open" climate have relatively high development - oriented values and principals in closed climate schools have non-development oriented values, and the value of teacher's group was not positively related to school's organizational climate.

GRASSIE AND CARASS (1973) studied the organizational climate of High Schools. It was an Australian study. A modification of the Halpin and Croft 'OCDQ' was used in 20 high schools and it was found that those managerial positions tend to be more pessimistic about the
climate of this schools than others. The results suggested that more of
the schools have 'closed' climates than 'open' ones, but that schools
size does not appear to be a factor in this.

2.2 RESEARCH IN INDIA:

The pioneering work of research was carried out by MOTILAL
SHARMA in 1968. He investigated the organizational climate of
Government and Private secondary schools of Churu District in the
State of Rajasthan. Though the researcher could find no significant
difference between the organisational climate of Government secondary
schools and private secondary schools, he found significant difference
between Government and Private secondary schools on the sub tests
like 'Esprit' and 'Disengagement'

In the same year a study of organizational climate of secondary
schools of Delhi State was taken up by MEHRA. But Mehra's study was
done on a foreign soil as a part of a doctoral study in the California
University, Berkeley. The investigator adopted the OCDQ for use on her
sample of 65 secondary schools of the state of Delhi, which in many
important details, replicated Halpin and Croft's study. The very six
climate categories identified by the original investigator were also to be
found on the Delhi study, but their orders changed slightly.

BAYATI (1970) who investigated the Organizational Climate of schools
in Rajasthan State, attempted to discover the difference in climate
between urban and rural schools of Rajasthan. He found more 'open'
and 'autonomous' types of schools in urban areas and more 'controlled'
and 'paternal' types of schools in rural areas.

KUMAR (1972) in his study on 'Social climate in schools and
characteristics of pupils' investigated the organizational climates existing
in the schools of Baroda, based on the hierarchical and collegial
interaction between the principal and teachers in a school system. Out
of 70 schools, which were comprised of non-governmental and co
educational high schools, he found that although the quite a few number of schools fell in the category of 'closed' and 'paternal' respectively, they were at. par with the open climate. The last number of schools were found to be having 'Autonomous' climate.

An inter state comparative study of organizational climate of schools of the Rajasthan and Gujarat States by SHARMA, BUCH and RAI was published in 1973. The result showed that, in both the states, a high number of schools belonged to the open climate, as well as closed climate categories, denoting a high percentage at both the ends. Gujarat had slightly higher percentage of schools having open climate and a lower percentage of schools having closed climate than in Rajasthan.

In 1973 PILLAI did a doctoral study at the centre of Advanced Study in Education of the M.S. University, Baroda, on organizational climate, teacher's morale and school quality on a sample of 190 high schools of Tamil Nadu. The objectives of the study were to investigate the relationship of organizational climate with pupil performance, with innovativeness of schools, and also the relationship between staff morale with pupils performance and staff morale with the innovativeness of schools. The tools used by the researcher was the same as that was used in the studies reviewed earlier, viz. the OCDQ of Halpin and Croft. Like other India studies, this study also showed that the schools were distributed over all the six climate types – the distribution was thickest at both the ends. The open climate schools on one end comprised of 30 percent and the closed climate schools on the other end formed 25:8 percent.

NEELA SHELAT'S study (1975) revealed that variable like the age of teacher, teacher's academic and professional qualification, their teaching experience in terms of total years of services and their urban-rural background of upbringing are not co-related to Organizational Climate of schools. A study conducted on 100 schools indicated that a greater number of schools were having closed and paternal climate. But she also found that variable like size of the school is partially
related to the Organizational Climate. Schools effectiveness as measured by a group of experienced and competent educational inspectors of State Department of Education was significantly related to Organizational Climate. The study conducted on hundred schools indicated a greater number of schools having closed and paternal climates.

IVY FRANKLIN (1975) has a generalised view of the Indian schools. She observes, "In India, a tendency towards more closed and paternal type of Organizational Climate is indicated which goes well with the cultural environment of the country where the characteristics of obedience and submission to authority and elders are predominant."

Thus Indian educational researchers show a distinct trend towards studying Organizational Climate of secondary schools. New tools are being used keeping in view the Indian social, economic and educational environment. The trend is to study several aspects of organizational climate of schools.

2.3 LATEST RESEARCH:

Research on organizational climate has continued more recently, including JOYCE and SLOCUM'S (1982) study of person and organizational fit, JOYCE and SLOCUM'S (1984) investigation of the extent to which organization members agree about their organizational climate, GLICK'S (1985) discussion of the difficulties of measuring organizational climate, DENISON'S (1990) investigation of the relationship between organizational climate and performance, and KOYES and DECOTIS'S (1991) work on measuring organizational climate. Even more recently, Denison has investigated the difference between organizational culture and organizational climate, and GRIFFIN and MATHIEU (1997) have looked at how perceptions of organizational climate vary with the hierarchical level in an organisation. ANDERSON and WEST (1998) contributed to the literature by exploring the link between organizational climate and innovation.
After reviewing the literature related with Organizational Climate it is important to note here that the investigator did not come across any exclusive studies making a comparative analysis between Government and Private Secondary schools as such. The investigator had to contend with some of the articles published in newspapers, Magazines and publication of institutions etc. But even then mention can be made of few studies where an attempt was being made only to analyse the academic achievement of the students studying in both the types of schools.

MR. DHANESWAR DEKA as a M.Ed. student under Gauhati University under took a study in 1991, on the subject, "An investigative study of the causes for large scale failure in the H.S.L.C. Examination under SEBA during 1980-90 in some selected schools of greater Gwahati."

From his study in was revealed that privately managed schools have better results than the provincialised school, After further analysis he concluded that English medium girls schools have better results than the Assamese medium girls schools.

In another study of M.A. Desertation by NILIMA SAIKIA in 1992 "Differential effect of Medium of instruction at the H.S.L.C. level upon students academic Achievement at the H.S.S.L.C. Examination" revealed that the English medium schools have better result in the H.S.L.C. final examination in comparison to the Assamese medium schools. Secondly, in H.S.S.L.C. Arts and Science Examination also English medium schools have better result.

The investigator in this study came to the conclusion that students from English medium schools do better results in H.S.L.C. Examination.

Binita Thalukder Kalita in 1993 made a comparative study of academic achievement of students in English and Assamese medium high schools of greater Guwahati. In the study she found that results of English medium students are better in comparison to Assamese medium schools. The main reason for this differences were found to be regular classes, closer relationship between guardians and teachers, regular home work, economic condition of parents and continuous evaluation of the progress of the students.

But what is very surprising is the fact that in spite of various studies being conducted extensively in the western countries and in some of the major Indian States, no studies on organizational climate and comparative study of Government and Private schools has been done in Assam so far. This has led the investigator to take up the study on organizational climate with the twin purpose of identifying the climate types and making a comparative study between Government and Private schools. As observations are being made by various circles regarding the rising standard of English medium schools resulting their mushroom growth and dwindling standard of Assamese medium schools decreasing their growth and acceptance and declining their standard. With no substantial studies of organizational climate and comparative study of Government and private schools available for the region it is very hard to make any assessment and so as that to reach any reasonable conclusion.