THE RESEARCH DESIGN
CHAPTER III

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In the present study, organizational climate of Higher Secondary Schools of Jullundur District constitutes the central theme. In addition to this, it also goes into how organizational climate of schools affects the job satisfaction of teachers working therein as well as of academic achievement of students. In this study organizational climate of schools was treated as independent variable whereas job satisfaction of teachers and academic achievement of students were studied as dependent variables. This brief discussion is included to serve as a theoretical framework of reference for the three variables.

The study makes use of two research tools namely 'Organizational Climate Description Questionnaire' and 'Teachers Job Satisfaction Scale' to collect requisite data. These tools have been separately dealt with in the Fifth Chapter. The 'Organizational Climate Description Questionnaire' was prepared by Andrew W. Halpin and Don B. Croft. The 'Teachers Job Satisfaction Scale' was specially developed by the investigator. These two tools were used to measure and evaluate the organizational climate of Higher Secondary Schools and
the job satisfaction of teachers working therein. In order to assess the academic achievement of students, the mean scores of the results of Higher Secondary Part II for the years March 1977, March 1978 and March 1979, have been taken into consideration.

The Problem and the Definition of Important Terms

The problem of the study can be stated as under:

'Comparative study of the Organizational Climate of Government and Privately Managed Higher Secondary Schools in Jullundur District'

In other words, the statement of the problem boils down to the identification, measurement and evaluation of the Organizational Climate of Higher Secondary Schools in Jullundur District.

The elucidation of the principal terms used in the statement of the problem would add to the clarification of the problem.

Organizational Climate of an Institution

The organizational climate of an Institution (O.C.I.) means the inter-personal relationship within the group (staff personnel) and between the group and its leader (the head of the institution). It is the social milieu, the human behaviour or social atmosphere that pervades
the whole gamut of activities in the institution. The constituents (principal and personnel) of an institution are comparable to the working parts of a machine which in turn corresponds to its organization. The functional or operational harmony of the whole mechanism is analogous to the organizational climate of an institution. In the process of discharging duties there is interaction all along the super-ordinate-subordinate hierarchy, i.e., the organization. The spirit of harmony or doubt, of help or hindrance, of warmth or coldness, of democracy or autocracy exhibited in this interaction, is termed as the organizational climate of an institution. It has rightly been remarked that educational institutions differ from each other in their 'feel' such as individuals differ in their personalities. To quote Halpin and Croft, "Personality is to individual what organizational climate is to the organization." ¹ What strikes the public at large or the visitors to an institution is its personality or image which is the sum total of its traditions, tone, discipline, human behaviour, etc. But in the final analysis it is the human elements or the human touch that

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¹ Andrew W. Halpin and Don B. Croft, "The Organizational Climate of Schools", Chicago: Midwest Administration Centre, University of Chicago, 1963.
builds and boosts its personality or image. The human touch acts like a catalytic agent to the formation of its traditions, tone, discipline and all inclusive climate. Organizational climate is affected by two factors:

1. Inter-personal relationship within the institution.

2. External agency administering it.

Organizational climate refers to the cathetic patterns giving identity to the sub-groups and inter-personal relations in a living organization.

A cathexis can be defined as the degree of effective significance that one object (thing, idea or as in the present instance, person) bears on another. Organizational cathexis will attract, repel or isolate the sub-groups and individuals along a variety of lines. Some organizational cathexis shows up along personal lines categories of 'Intimacy' and 'Consideration'. Some are on hierarchical lines (Production Emphasis, Thrust). The peculiar patterning of cathexis in any given organization is what we mean by climate. To quote Halpin and Croft again, "Organizational climate may be defined as patterns of social interaction that characterizes an organization. The main units of interaction in this concept of climates are individuals, the group as a group and the leader."  

Some of the schools have an unhealthy atmosphere and administrators take the schools so much for granted that they fail to appreciate the real position. Most of the schools are intellectually sterile and aesthetically barren with a lack of proper civility on the part of teachers and principals.

Schools are established with the hope that children would develop their all-round personality and become effective adults. By an effective adult, we mean a person who can understand both the verbal and non-verbal communication of the other person and is able to communicate that he has understood. This person could be described as open to new or different ideas while still possessing a philosophy of life that guides his behaviour without imposing it on others. The development of such a personality is only possible in open climate schools. Such schools can be described as energetic and lively organizations moving towards their goals. Such environment would provide a stimulating experience to the children who would be the adults of tomorrow.

The conceptual framework of 'Organisational climate' has been dealt at length in Chapter II.

The term 'Privately Managed Schools' refers to institutions which are not directly conducted,
supervised, controlled and financed by the Punjab Government but are managed by registered public trusts or societies with support from State Government through a grant-in-aid system. They are inspected from time to time by the Government officials.

(b) The Rationale of the Study

In the state of Punjab many Higher Secondary Schools, particularly the Privately Managed Schools have been passing through strenuous period. Many of them are under tremendous financial pressure and many of them are not in a position to make regular payments of salary to the teaching staff continuously for three or four months. They have become so vulnerable that their very existence is threatened. The Punjab Private School Teachers Association is quite vocal and active and puts a lot of pressure on the State Government to improve the conditions for school teachers. The situation is intriguing. It has, therefore, become crucial to identify and evaluate the organizational climate of Higher Secondary Schools and to relate it to some dependent variables like 'job satisfaction of teachers' and 'academic achievement of students'.

The educational administration, it is observed, is fast deteriorating and teachers' dissatisfaction in their
job is particularly causing concern. If what is frequently reported in the dailies and monthlies of Punjab - particularly 'The Tribune', 'Nawa Zamana', 'Gok Lehar', 'Indian Express' and 'Times of India' about stormy meetings of Teacher Unions and views expressed in these dailies by their leaders is in any way indicative of the agitated minds of the school teachers, one can observe that the satisfaction of teachers with their job, too, has been going down. But these are guesses or assumptions. It is necessary to bring the issue with the searching ken of a scientific investigation. Job satisfaction is both an individual and group concept. It is also a web of complex delicate texture of interacting forces. It is necessary not only to discover the level of the satisfaction of teachers of Higher Secondary Schools with their job but also to find out the determinants which help teachers to get satisfaction in their job. These factors have already been discussed in the second chapter.

It is for these reasons that when the present investigator decided to study the Teachers' Job Satisfaction of his sampled schools, he decided to develop a tool which may, in a good measure, be appropriate to conditions prevailing in the schools.

The second dependent variable of the present study
is Students' Academic Achievement. The variable has been selected to get some idea of the effect of organizational climate on students' achievement. It is very important because climate influences one's achievement.

(c) Scope and Limitations of the Study

As observed earlier, the scope of the study covers the organizational climate as Independent Variable and the job satisfaction of teachers and the academic achievement of students as dependent variables. It is largely a perception study. Its authenticity is limited to the extent to which the respondents have indicated their responses (perceptions) freely, without rancour, bias or fear. The present investigator had administered the tools mostly himself, and he carried the feeling that government school teachers express their reactions more freely and with less reservation than the privately managed school teachers.

The study is confined to all the Higher Secondary Schools of Jullundur District. The investigator kept the High, Middle and Primary Schools out of his sample. This constitutes a limitation of the study.

Ideologically and practically, the measure for organizational climate does not solely depend upon the interaction behaviour patterns of teachers and principals.
The perceptions of the students about how the principals and teachers behave, how they feel about these two groups of interaction patterns, contribute also to the conceptualization of organizational climate. The investigator is aware of the factor that consumers' perceptions have as important a place as of the two components - principals and teachers. Similarly the local community also affects the climate. The political pressure groups also exert influence in shaping a school climate. Financial resources of the school too impinge on climate and job satisfaction of teachers in schools. These are not included in the scope of the present study, as that would have enlarged the scope of the research to such an extent that it might have turned out to be a stupendous task for the present investigator. The exclusion of students and community perceptions as contributory influences does delimit the scope of the study.

(d) The Objectives of the Study

The overall purpose of the study is to study the factors and forces that determine the directions and dimensions of the organizational climate. Effort has also been made to see whether the organizational climate leaves any imprint on the staff's job satisfaction and whether the students' achievement in the Board Examination bears any
relationship with the nature and dimensions of the organizational climate. The specific objectives of the study are as under:

1. To identify, describe and evaluate the organizational climate of the sampled schools.

2. To enquire whether Government and Privately Managed Schools manifest variations in their organizational climate.

3. To identify those dimensions or components of organizational climate on which different schools are stronger or weaker.

4. To find out whether perceptions of different dimensions of organizational climate by principals on the one hand and teachers on the other differ significantly.

5. To determine whether any significant relationship exists between the dimensions of organizational climate and factors of teacher job satisfaction.

6. To determine whether types of organizational climate bear any positive relationship with students' achievement.
(e) Assumptions

The study assumes that like personality traits of individuals, the personality of institutions — the organizational climate — can be measured and evaluated. The naming of the sub-tests or dimensions is purely arbitrary. It is further assumed that the interaction patterns of two negative teachers' behaviour (disengagement and hindrance) and principals' behaviour (aloofness and production emphasis), two positive teachers' behaviour (esprit and intimacy) and principals' behaviour (thrust and consideration) have as much relevance as bi-polar dimensions of administrative behaviour such as organizational structure, communication, human relations and internal autonomy have their contribution in building organizational climate. It is deemed useless (vide Halpin, 1966:225) to demonstrate the 'validity' of any typology — the test of typology is assumed to lie in its usefulness to develop a greater understanding of the environment in the schools that has considerable influences on what goes on within school classrooms, laboratories and libraries and also on the outside campus. It is not maintained that the schools which have high score on open climate would be really open and those which would secure closed climate score would be really closed. These questions are considered as unanswerable at present.
More research is required to find answers to these questions. The actuality - the reality of the open and closed climates has not been assumed. What is assumed is the concept of openness and closedness of climate concept as well as the concept of other types of climates.

(f) The Formulation of the Hypothesis

Keeping the objectives of the study in mind, the following hypotheses were formulated:

1. There are global differences among the Government and the Privately Managed Higher Secondary Schools on each dimension of the organizational climate.

2. The organizational climate of Government and Privately Managed Schools as a group does not differ significantly from each other.

3. The variables of the principals' behaviour are more dominant than the variables of teachers' behaviour in accounting for the variations in organizational climate in Higher Secondary Schools.

4. There is no significant difference between the job satisfaction of principals of Government and Privately Managed Higher Secondary Schools as a group.

5. There is no significant difference between the job satisfaction of teachers of Government and
Privately Managed Higher Secondary Schools as a group.

6. There is significant relationship between the organizational climate of Government Higher Secondary Schools and Job Satisfaction of principals as well as of teachers working therein.

7. There is significant relationship between the organizational climate of Privately Managed Higher Secondary Schools and Job Satisfaction of principals as well as of teachers working therein.

8. There is positive relationship between the organizational climate and academic achievements of students of both Government and Privately Managed Higher Secondary Schools of Jullundur District.

(g) The Sample

According to the latest information available from D.P.I., Punjab, there are 32 Higher Secondary Schools in Jullundur District, out of which 11 are Government and 21 are Privately Managed. Out of 11 Government schools 9 are of boys and 2 of girls while out of 21 Privately Managed schools 17 are of boys and 4 of girls. Out of 11 Government schools 9 are in urban areas while 2 are situated in rural area. Out of 21 Privately Managed
Schools 13 are in urban while the remaining 8 are in rural area.

**DISTRICT JULLUNDUR**

Total Higher Secondary Schools: 32

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<th>State Government</th>
<th>Privately Managed</th>
<th>Grand Total</th>
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<td></td>
<td>Boys</td>
<td>Girls</td>
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<tr>
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<td>2</td>
<td>11</td>
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<tr>
<td>Urban</td>
<td>7</td>
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In order to probe thoroughly into the organizational climate the sample includes

(a) Principals of all the 32 Higher Secondary Schools of Jullundur District.

(b) Members of teaching staff, not less than 9 from each school.

(h) The Research Tools and Interpretation of the Data

To test the hypotheses indicated earlier, the data were collected with the help of two types of tools, viz.,

1. Organizational Climate Description Questionnaire (OCDQ) and
2. Teacher Job Satisfaction Scale (TJSS).

Besides, for knowing the achievement of the students in the examination, the mean scores of the results of the students of Higher Secondary Part II for the year March 1977,
March 1978 and March 1979 were taken into consideration. Collected data have been analyzed and interpreted to verify the hypotheses.