

ORGANISATIONAL CLIMATE AND PROFESSIONAL COMMITMENT OF TEACHERS WORKING IN HIGH SCHOOLS

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Abstract

The main objective of the study was to find out the relationship between the organizational climate perceived by the high school teachers and their professional commitment. Survey method was adopted for the present study. A sample of 300 high school teachers was selected using simple random sampling technique. Percentage analysis, mean, standard deviation, 't'-test, ANOVA and Karl Pearson's product moment correlation were the statistical techniques used. The percentage analysis revealed that the perception of organizational climate of high school teachers is neutral and the professional commitment of high school teachers is average. A significant relationship was however found between perceived organizational climate and the professional commitment of high school teachers.

Keywords : Organisational Climate, Professional Commitment.

Introduction

Organisational climate is the process of quantifying the culture of an organization and its proceeds the notion of organizational culture. Comparatively, Gilmer (1966) defined climate as the attributes that set one organization apart from another and positively influence the behavior of the workers within that organization. Mowday, Steer, and Poter (1979) claim that a commitment by an employee happens over a substantial amount of time. During this time, the employee comes to identify themselves with the organization and organizational goals. Obviously, the impact of organizational commitment in school settings easily correlates. A desirable teacher is one who identifies with the school, adopts school goals as their own, and is willing to put forth extra effort (Hoy & Tarter, 1989). Mowday, et al., (1979) made the connection between organizational climate and teacher commitment and overall effectiveness.

Need for the Study

Every organization aspires to have individuals who are highly committed. The educational organizations such as schools, colleges and universities also require teachers who are

committed to their profession and well-being of the students. They need committed teachers to achieve their objectives and cannot succeed without their efforts and commitment.

Thus, it has been said that the teacher commitment is at the center of school organizational reform. The concept of commitment as the investment of human resources has long been associated with the professional characteristics of teachers but today it is widely recognized that teacher's commitment to the schools is very important. The committed teacher considers it morally right to stay in the school, regardless of how much status enhancement or satisfaction of the organization gives him or her over the years. It can be said that organizational climate is one of the key phenomena which governs the motivation of the teacher at their work place and subsequently make them feel satisfied with work.

Objectives

1. To find out the nature of organizational climate as perceived by the high school teachers.
2. To find out the level of professional commitment of high school teachers.
3. To find out the relationship between the organizational climate perceived by the high school teachers and their professional commitment.

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Null Hypotheses

1. There is no significant difference between male and female High School teachers in their perception of organizational climate.
2. There is no significant difference between the UG qualified and PG qualified high school teachers in their perception of organizational climate.
3. There is no significant difference between the married and unmarried high school teachers in their professional commitment.
4. There is no significant difference among High School teachers in their professional commitment with respect to the type of school.
5. There is no significant relationship between the organizational climate and professional commitment of High School teachers.

Method

The investigator has adopted the survey method of research of the objectives of the study.

Population

All the high school teachers working in Tirunelveli revenue district form the population for the present study.

Sample

From the population, the investigator selected 300 teachers working in high schools using simple random sampling technique.

Statistical Techniques Used

For analyzing the data, the investigator used mean, standard deviation, 't'-test, ANOVA and correlation.

Tools Used in the Present Study

The investigator has used questionnaire as a tool in the present study. In this study, the investigator used the following two tools

1. "Organizational Climate Questionnaire" by Halpin and Croft. (1966)
2. "Professional commitment scale" developed by Dr. S. Arockiasamy (1999)

Analysis of Data

Table 1. Shows the Difference in the Organisational Climate Perceived by the High School Teachers with regard to Gender

Gender	N	Mean	SD	t value	Table	Remark
Male	88	184.88	23.06	2.16	1.96	S
Female	212	191.09	21.79			

It is inferred from the above table that the calculated 't' value is greater than the table value for 298 degrees of freedom at 5% level of significance. Hence, the null hypothesis is rejected. This may be due to the fact that the motherly tendencies in females, find it easy to accommodate themselves with the situations in the school.

Table 2. Shows the Difference in the Organisational Climate Perceived by the High School Teachers with regard to Educational Qualification

Educational	N	Mean	SD	t value	Table	Remark
U G	93	193.32	20.85	2.19	1.96	S
P G	207	187.45	22.75			

It is inferred from the above table that the calculated 't' value is greater than the table value for 298 degrees of freedom at 5% level of significance. Hence, the null hypothesis is rejected. This may be due to the fact that the teachers with UG qualification had a chance to be appointed as a teacher earlier than their counterparts. They may see themselves luckier and appreciate the value of their job. The instinct of survival may also play a role in making themselves well adjustable to the surrounding.

Table 3. Difference in the Professional Commitment of the High School Teachers with regard to Marital Status

Marital Status	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Married	271	135.81	13.00	2.08	1.96	S
Unmarried	29	131.83	9.38			

It is inferred from the above table that the calculated 't' value is greater than the table value for 298 degrees of freedom at 5% level of significance. Hence, the null hypothesis is rejected. This may be due to the fact that Married teachers are many responsibilities at home. They are aware of their responsibility towards the betterment of their students and betterment of themselves towards excellence.

Table 4. Shows Difference in the Professional Commitment of the High School Teachers with regard to Type of school

Type of school	Mean	SSb	SSw	df	'F' Value	Table value	Remark
Govt.	138.21						
Aided	135.56	1884.93	46602.31	2, 297	6.01	3.03	S
Private	132.06						

It is inferred from the above table that the calculated 'F' value is greater than the table value for 2, 297 degrees of freedom at 5% level of significance. Hence, the null hypothesis is rejected. This may be due to the fact that the government school teachers were found to be more satisfied with factors like promotion, recognition, independence, job security, job status and educational policies. They have permanent job. They get reasonable salary.

Table 5. Shows the Relationship between the Organisational Climate Perceived by High School Teachers and their Professional Commitment

Variables	N	Calculated 'γ' Value	Table Value	Remark
Organisational Climate vs. Professional Commitment	300	0.197	0.114	S

It is inferred from the above table that the calculated 'γ' value is greater than the table value for 298 degrees of freedom at 5% level of significance. Hence, the null hypothesis is rejected. This may be due to the fact that teachers may have a democratic atmosphere in the schools. When the teachers are working in a congenial working environment where their needs are taken into consideration and more encouragement is provided by the Heads and colleagues both for personal and professional growth, they will have a strong affinity towards their institution. Their morale will also be high.

Findings

1. There is significant difference between male and female high school teachers in their perception of organizational climate.
2. There is significant difference between the UG qualified and PG qualified high school teachers in their perception of organizational climate.
3. There is significant difference between the married and unmarried high school teachers in their professional commitment.

4. There is significant difference among high school teachers in their professional commitment with respect to the type of school.
5. There is significant relationship between the organizational climate perceived by the high school teachers and their professional commitment.

Recommendations

1. The teachers should be provided healthy academic environment in schools, so that they feel satisfied and comfortable.
2. The schools should give the teachers the opportunity to attend orientation programmes, refresher courses, workshops etc. organized by various agencies. This will help in updating their knowledge, skills and competencies and ultimately will result in enhanced commitment towards their profession.
3. The teachers should love their profession to be more committed.
4. Teachers who always make use of mass media are found to be more committed professionally than others. As we are living in an age of technology, the teachers should be encouraged to make use of mass media very often, thereby expanding their horizons of knowledge and experiments.

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