

A Comparative Study Of The Impact Of Organizational Climate On Educational Institutions In Private And Government Secondary Schools Of Faridabad.

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ABSTRACT

Human development hinges fundamentally on education, which serves as the principal vehicle for transmitting, preserving, and advancing culture. A nation's education system reflects and shapes its cultural identity. Central to the educational process is the teacher, who plays a pivotal role in shaping the nation. Teachers illuminate the path of knowledge, perpetuating the country's cultural and traditional values. As stated by former President of India, Dr. Sarvepalli Radhakrishnan, "Teachers are the protectors of the welfare of the nation and the heritage of the future." Teachers are thus regarded as the core of the school's learning environment. They must be of high character and competence, as they not only represent but also cultivate the nation's culture.

The objective of the present research study is to study the impact of the leadership of the principals of the government and private schools of secondary level in Faridabad district and the organizational climate of the educational institutions on the work culture of teachers. To fulfill this objective, 20 government and 20 private schools have been selected. Standardized climate scale has been constructed by Umendra Singh and Nidhi Madan for job satisfaction of teachers, S Talsera for leadership style of principal and for organizational climate of educational institutions. Mean, standard deviation etc. have been used for interpretation and analysis of data. After analysis, it was found that the leadership style of the principal of government and private secondary schools at secondary level and organizational climate of educational institutions do not affect the job satisfaction of teachers.

Introduction

School Climate

School climate refers to the set of relationships that are determined by the structural, personal and functional factors of an educational community. Which gives uniqueness to schools. School climate is an important factor in teacher's job satisfaction. School climate has a strong influence on teacher and principal's job satisfaction and professional development. If the school climate is healthy, then the teacher automatically feels satisfied there. For a healthy institution, cordial relations and cooperation between the teacher and principal are very important.

2. Educational institution

The organisational aspect of the school is mainly related to those arrangements which help in achieving the set objectives. Under school organisation, physical and human elements are made available and organised to achieve the objective. According to Arthur Mollman, a definite organisation is required for the accomplishment of the work of education. According to H.J. Otto, "The organisation of a school is the administrative expression of the education theory. It is the structure in which teachers, students, inspectors and other persons work for the processes of the school. The school system provides the environment of education. The leadership style of the principal also affects the institutions.

Keywords:- School climate, Educational institution, Organizational climate, Job satisfaction

The present study deals with the comparative study of the impact of the leadership style of the principal of the secondary level government schools and private schools and the organizational climate of the educational institutions on the job satisfaction of the teachers. The researcher thought and discussed for the selection of the problem and after reading the research texts, reference books and newspapers kept in the library, concluded that the leadership style of the principal and the organizational climate of the educational institutions in the secondary level government schools and private schools affects the job satisfaction of the teachers

Problem Statement

“To conduct a comparative study of the impact of leadership style of principals of private and government secondary schools of Faridabad and organizational climate of educational institutions on job satisfaction of teachers.

Objectives of the research study:-

1.To conduct a comparative study of the impact of organizational climate of educational institutions of government and private secondary schools.

Hypotheses of the research study

There is no significant difference in the job satisfaction of teachers due to organizational climate of educational institutions of private and government secondary schools.

Delimitation of the research problem

1. The present research work has been done in Faridabad district.
2. Secondary level government schools and private schools have been taken into account.
3. The present research work has been done on the principals/principals and teachers of secondary level government schools and private schools.
4. In the present study, 40 Principals and 160 teachers have been included for the sample.

Method used in the study:-

Keeping in mind the hypothesis and objective, the researcher has used survey method in the proposed research.

Instruments used in the study:

1. Omendra Singh and Nidhi Madan's Teachers' Job Satisfaction Test has been used to measure teachers' job satisfaction.
2. Principal Leadership Test created by S. Talsera has been used to measure the leadership style of the principal.
3. A self-made standardized test has been used for the organizational climate of educational institutions. Which has been created by the researcher herself.

Collection of Data

To conduct a comparative study of job satisfaction of teachers in private and government secondary schools of Faridabad, a job satisfaction test was administered to 80 government and 80 private teachers.

Similarly, in the present research, data has been collected using a self-made scale to see the effect of organizational climate of private and government educational institutions of Faridabad.

Interpretation of data

1. To measure leadership style, a questionnaire was administered to 40 principals of 20 government and 20 private secondary schools.
2. Organizational climate was measured on a total of 160 teachers. This test was administered to teachers of government and private secondary schools of Faridabad, Haryana.

Scoring Process

Statistics used in the study

1. Statistics were used to measure the validity of the hypotheses in this research for which the following statistical methods were used. Mean, standard deviation, t-test etc. which were tested at 0.01 level of significance.

Presentation, Classification and Interpretation of Results

Hypothesis 1: There is no significant difference in the organisational climate of private and government secondary school educational institutions.

Table No.1

Comparison of organizational climate of educational institutions of private and government secondary schools					
Variables	Sample	Mean	Standard deviation	t value	Significance level.
Organizational climate of educational institutions in private secondary schools	80	212	33.07	3.37	0.01 स्तर पर सार्थक
Organizational climate of educational institutions of government secondary schools	80	197.3	23.03		

Analysis of results:- It is clear from table number 2 that the mean of organizational climate of private secondary schools is 212 and the standard deviation is 33.07. And the mean of organizational climate of government secondary schools is 197.3 and the standard deviation is 23.03. To study the organizational climate of private and government secondary schools, the value was found to test the significance of the hypothesis that the value of 3.37 was found and the calculated t value is more than the required table value of 1.96 and 2.58 for significance at 0.1 and 0.05 level.

So the null hypothesis formulated earlier by the researcher that the difference in the organizational climate of private and government secondary schools is not significant, hence the hypothesis is rejected.

Conclusion - Through the presented research, it is concluded that the teachers of government secondary schools are more satisfied with their work as compared to the teachers of private secondary schools. Because the teachers of government schools get more facilities and salary. Whereas despite having the same qualification, the teachers of private secondary schools do not get those facilities. The main reason for this is that the organizational climate of private secondary schools is better than the organizational climate of government secondary schools. Every kind of facility is provided in private educational institutions. So that the work of the teacher can be carried out smoothly.

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