

COMPARATIVE STUDY OF ORGANIZATIONAL CLIMATE AMONG PHYSICAL EDUCATION TEACHERS OF DIFFERENT SCHOOL ORGANIZATIONS

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ABSTRACT: The purpose of the present study was to compare the Organizational climate among physical education teachers of Kendriya Vidyalaya, Government schools and Public schools of Uttar Pradesh. For the purpose of the present study 300 Physical education teachers from different school organizations (100 Kendriya Vidyalayas, 100 Government schools and 100 Public schools) were selected randomly from Uttar Pradesh. Keeping the feasibility criterion in mind, Organizational climate Variable was selected for the present study. It was assessed with the help School Organizational Climate Description Questionnaire developed by Dr. Motilal Sharma. To compare the Organizational Climate among Physical Education teachers of different school organizations of Uttar Pradesh Descriptive statistics i.e. (Mean, standard deviation), analysis of variance (ANOVA) and post hoc (least significant difference) test was used and the level of significance was set at 0.05 level. The findings of the study showed significant difference in Organizational Climate of different school organizations. As the obtained F-ratio **34.160** was found statistically significant. After applying the post hoc (least significant difference) test it was observed that State Government schools' Organizational Climate is statistically significantly lower than Kendriya Vidyalayas and Public schools. Whereas there is no statistically significant difference found between the Kendriya Vidyalayas and Public schools. Physical education teachers of Kendriya Vidyalaya and Public schools exhibits better climate as compare to Government schools of Uttar Pradesh.

Keywords: Organizational Climate, physical education, Uttar Pradesh

INTRODUCTION

Organizations in the 21st century are facing more challenges than ever before. These challenges are not unique to any specific organization or industry, but affect all organizations, regardless of their structure or size [1]. Organizational climate in particular is constantly challenged by changes impacting organizations today. To survive and outdo their competitors, organizations are constantly seeking to improve their performance [2]. Organizational climate is becoming more important than ever before because organizations need to ensure that those individuals who add value

to the bottom line will want to stay in the organization and will want to continue pouring their effort into their work to the benefit of the organization. The Education Organization are contributing organizations in the society in which most of the human resources are hardworking, committed individuals and providing that working conditions are favorable, they will employ their talent and skill in service of the organization and will grease the wheels of its machinery [3]. Schools are hierarchical organization. It refers to exploitation of all its resources i.e. time, money, space and personnel in such a way, so that they can put maximum efforts on student learning. All those issues that are important for functioning of a school should be fully covered in organizational plan such as time table and availability of staff in class rooms and the assignment of aides to the team of teachers. In the hierarchy, the board of directors is placed at the top of the pyramid, followed by the principals and then the teachers. In terms of responsibility, students are responsible to teachers, principals to the board of directors. Structurally, there is a series of super ordinate-subordinate relationship within schools [4]. These structures should work toward promotion of the students' career and learning. At all instructional levels, the school's organizational pattern can affect the students and teachers interaction. All of the school's understudy, (Kendriya Vidyalayas, Government schools and Public schools of Uttar Pradesh) wide structures also aim at the students' career building by providing depth of teaching and learning, student teacher flexibility and integration of all possible resources. This hierarchal structure of relationships from principals through students via teachers is the criterion for evaluating roles and facilities to achieve established school goals and ultimate aim of education. Like other organizations, educational organizations are also people oriented, thus person to person interaction takes place effectively in producing results in school process. The physical education departments in educational organizations are the heart of organizations, where the physical education teachers possess great variety of talent like other subject teachers of the institution. Importantly, in schools, physical education is considered a tool and important measure for development of general fitness among millions of students in the society [5]. Physical education teachers play a noble and vital role in the development of students' potentiality, selfhood and make them live to the full and enjoy life with peace with themselves and which is necessary for betterment of organization and nation [6].

Organizational climate is considered as a key intermediate between human resource practice and organizational outcome. Climate within organization creates expectations about positive consequences as employees expect appropriate incentives, recognition and rewards on the basis of what they perceive in the organization's climate. It is evident that good climate does have a positive effect upon service outcome and hence improve organizational success. So, the performance of workers is directly related with organizational climate [7-8-9].

The purpose of the present study is to derive an answer to the question whether the Organizational climate in Kendriya Vidyalayas, Government schools and Public schools of Uttar Pradesh have any difference. Both the government and private sector are working hard to improve the quality of education and physical education by all means, and the significant efforts have been made to improve upon to create an open and positive climate in the schools and the teachers of physical education find themselves satisfied with the job [10]. The research scholar tries to do this by comparing the school climate perceived by the physical education teachers working in the organizations.

OBJECTIVE OF THE STUDY

The purpose of the study was to compare the Organizational Climate among the physical education teachers of selected school organizations of Uttar Pradesh.

Hypothesis:

It was hypothesized that there will not be any significant difference between the Organizational Climate among the physical education teachers of Kendriya Vidyalaya, Government Schools and Public schools of Uttar Pradesh.

Methodology:

For the purpose of the study, 300 physical education teachers from selected school organizations (100, Kendriya Vidyalaya, 100, Government schools and 100, public schools) of Uttar Pradesh were selected randomly. Keeping the feasibility criterion in mind, Organizational Climate variable was selected for the present study. It was assessed with the help of School Organizational Climate Description Questionnaire developed by Dr. Motilal Sharma.

Statistical Analysis:

To assess the Organizational Climate perceived by the Physical Education teachers of different school organizations of Uttar Pradesh; Descriptive statistics i.e. (Mean and Standard Deviation) was used. And to compare the Organizational Climate of different school organizations Analysis of Variances (ANOVA) was used.

Findings and Conclusion

The findings pertaining to descriptive statistics, one way analysis of variance (ANOVA) as well as post hoc test for the Organizational Climate of 300 physical education teachers from different school organizations of Uttar Pradesh have been presented in table no.1 to 1.1.

Table 1
Analysis of Variance (ANOVA) Results with Regard to Over All School Organizational Climate Among Physical Education Teachers of Kendriya Vidyalayas, State Government Schools and Public schools

Levels	Mean (min)	Std. Deviation	Analysis of Variance					
					Df	Mean Square	F	Sig.
Kendriya Vidyalaya (N = 100)	166.24	13.570						
State Govt. Schools (N = 100)	154.76	7.857	Between Groups	9600.080	2	4800.040	34.160	.000
Public Schools (N = 100)	167.22	13.254	Within Groups	41733.640	297	140.517		
Total (N=300)	162.74	13.103	Total	51333.720	299			

F- 0.05 (2, 297)

Table-1 reveals the results of Analysis of Variance (ANOVA) with regard to Organizational Climate among teachers of Kendriya Vidyalaya, Government schools, and Public school and found statistically significant difference ($P < .05$). Since the obtained F-ratio 34.160 was found statistically significant, therefore, Post-hoc test (Least Significant Difference) was applied to find out the degree and direction of differences among teachers of Kendriya Vidyalaya, Government schools, and Public school.

Table 1.1
LSD test for mean comparison on over all Organizational climate among Kendriya Vidyalayas, State Government Schools and Public schools Physical Education Teachers

(I) levels	(J) levels	Mean Difference (I-J)	Sig.
KV	SGS	11.480*	.000
	PS	-0.980	.559
SGS	PS	-12.460*	.000

* The mean difference is significant at the .05 level.

The above table reveals that there is statistically significant difference between groups as determined by one-way ANOVA. A LSD post-hoc test reveals that the State Government schools' Organizational Climate is statistically significantly lower than Kendriya Vidyalayas and Public schools. There is no statistically significant difference between the Kendriya Vidyalayas and Public

schools in Organizational Climate.

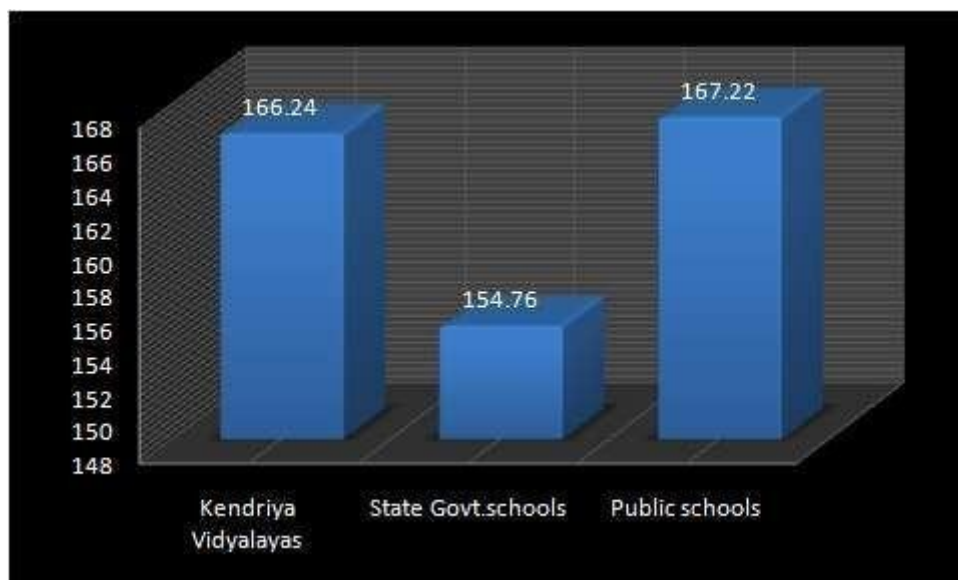


Fig 1: Graphical comparison of Organizational Climate among the Physical education teachers of Kendriya Vidyalayas, State Government Schools and Public schools

CONCLUSION

The significant difference is found in Organizational Climate of different school organizations. Organizational Climate of State Government schools are comparatively lower than Kendriya Vidyalayas and Public schools of Uttar Pradesh.

DISCUSSION

The findings of the study revealed that the Physical education teachers of Kendriya Vidyalayas and Public schools had exhibited significantly better than State Government schools' Physical education teachers in terms of Organizational Climate. Whereas the Physical education teachers of Kendriya Vidyalayas and Public schools had exhibits no significant difference. The logical explanation of this significant difference can be that each organization has its own culture, traditions and method of action which make school climate different from each other. In Kendriya Vidyalayas and Public schools, principals and management plan the policies, take decisions, set goals and make efforts to achieve them. Principals provide thrust for the organization by setting the example by working hard themselves and they initiate action and boost the morale of the teachers and staff. He takes extra pain for the success of organization whereas this aspect is very much lacking in State Government schools. Principals and management in Kendriya Vidyalayas and Public

Schools jointly tries to transform potential into reality, moreover friendly and intimated relationship among physical education teachers helps to achieve higher goals in these organizations.

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