

A Study On Organisational Climate Of Government and Private Secondary School Students

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ABSTRACT

National School Climate Center, USA, defines school climate as the quality and character of school life. A sustainable, positive school climate fosters youth with development and learning necessary for a productive, contributory, and satisfying life in a democratic society. The study was conducted to examine the organisational climate of secondary school students of Leh Ladakh. Simple random sampling technique was used to draw the required sample. The researcher selected 400 (200 Government and 200 Private) secondary school students studying in class 9th and 10th. School climate scale constructed and standardised by **Dr. Shivendra Pratap Singh and Dr. Ali Imam** (2015) was used to assess sample subjects. Descriptive research was used to carry out the present study. Statistical techniques including percentage statistics, mean (\bar{X}), standard deviation (SD) and t-test were used for analysis of data for quantitative method. The findings of the study reflect that the mean score (71.76) of private secondary school students are higher than the mean score (58.09) of Government secondary school students on organisational (school) climate scale. Results further revealed that there is significant difference between Government and private secondary school students on dimensions of open climate, autonomous climate, controlled climate, familiar climate, parental climate and closed climate.

KEY WORDS: Organisational climate, Secondary students, Government, Private.

INTRODUCTION

Organisational climate of any educational institution determines its success. The school environment has a favourable impact on the organization's overall quality. If a school aims to boost its pupils' educational success, it must first improve the school climate. The organisational climate which in itself is pleasant, supportive and interactive encourages pupils to become more attached to the school and helps their adjustment in the classroom. **Ganihar (2012)**, organisation can be defined as a group of people who collaborate a relationship structure or a management method. Climate can be defined as an institution's and its subsystems' perceived traits as shown in how they deal with their members, groups, and concerns. The focus is on perceived qualities and how sub-systems function. Based on the participation of various organisational elements, any organisation or alliance could also efforts to develop the needed school environment.

There is no doubt that the school plays an important and vital role in the life of pupils, in the life of the nation and in the life of mankind. The first concern of the school should be to provide for its students a rich, pleasant and stimulating environment, which will evoke their manifold interest and make life a matter of joyful experience. School is specialized agency of imparting education to the young minds. The school has always been considered as an organization which involves the active participation of the Principal, Teachers and Students. This participation and interaction leads to the development of a certain kind of climate among them which eventually reflects upon the performance of the school.

Durisić (2022) conducted a study on school climate and student behavioural problems revealed that a particular way of acting is directly or indirectly influenced by the school environment, including all of its features, climate, and structure. The findings of the study suggested that it is necessary to stress the

significance of school environment in decreasing and preventing behavioural issues. The standard of living, work, and student interaction at school are all influenced by the atmosphere of the school. The development of externalising and internalising problems in student behaviour can be prevented by ongoing monitoring, measurement, and improvement of the school atmosphere. **Rekiene and Pakrošnis (2021)** undertook a study on the importance of perceived school climate and personal strengths use for psychological functioning among high school students. The findings showed that the association between students' perceptions of the school atmosphere and their psychological functioning was not affected by their usage of personal strengths. However, the two variables perceived school climate and application of strengths can exist separately. As a result, in order to achieve more favourable developmental outcomes, it is not enough to create a good climate at school but it is crucial to give students the chance to utilize their unique abilities by creating chances for them to do so.

Noor (2020) conducted a study on school climate and academic performance, the study showed that improving the school climate can also successfully improve student academic accomplishment since a positive and productive learning environment can encourage students' academic success.

Bhat and Mir (2018) conducted a study on the relationship between school climate and academic achievement from two districts of Kashmir. A random sampling technique was used and 240 students studying in government and private secondary schools were selected. The results revealed that positive and significant relationship between school climate and academic achievement. It was also showed there is significant difference in the perception of school climate with regard to type of school and gender. There is also significant difference between academic achievement on the basis of type of school and gender.

Aldridge et al. (2016) investigated at the relationships between aspects of the school atmosphere and students' wellbeing, life satisfaction, sense of ethnic identification, sense of moral identity, and resilience. The research also investigated at how these five outcome variables interacted with one another. Teacher support, peer connectedness, school connectedness, embracing diversity, rule clarity, reporting and seeking help and school connectedness were the six dimensions of the school climate that were evaluated. The participants were 2202 students from six public high schools, whose data contained 2122 cases that were complete, and useful (1058 boys and 1059 girls). SEM analysis- structural equation modeling was used to analyse the data. The wellbeing of students was correlated with each of the six schools atmosphere parameters. These connections were mostly indirect, mediated by the children' sense of ethnic and moral identity, resilience, and life satisfaction (with the exception of teacher support, school connectedness, and embracing diversity, which had a direct influence).

Cornell et al. (2016) undertook a study on authoritative school climate and student academic engagement, grades and aspirations in middle and high schools. The theory that excellent academic outcomes for middle and high school children are promoted by an authoritative school climate marked by disciplinary structure and student support was put to the test in this study. Using statewide samples of 39,364 students in grades 7 and 8 in 423 middle schools and 48,027 students in grades 9 through 12 in 323 high schools, multilevel multivariate modeling at the student and school levels was carried out. In both samples, higher levels of disciplinary structure and student support were linked to greater levels of student involvement in school, higher course grades, and greater levels of educational aspirations at the student level, which is consistent with the authoritative school environment idea. At the school level, both samples showed that stronger student support and higher disciplinary structure were related to both higher involvement and grades. Overall, these findings provide additional proof that a supportive learning environment promotes academic achievement in middle and high schools.

RATIONALE OF THE STUDY

The performance of a school very much depends on what goes on inside the school. The Principal and Teacher relationship, the Teacher-Teacher relationship, the Teacher-Student relationship; through all of these relationships, develops various ideals. Some of which, may motivate, encourage, whereas some may devour the spirit within or lead to the lethargy of the will and this may in turn reflect on the academic achievement of the students in particular and school as a whole. The state of the school's atmosphere reflects its ability to function successfully and efficiently. In the absence of a supportive school climate, sustained progress towards improved academic performance would not be possible. **Oborah (2009)** 'states that school organizational climate refers to a broad concept about the way principals, teachers, students and parents experience and perceive the quality of the school total environment emanating from their interactions which also influences their behaviour'.

The nature and frequency of interactions between teachers and students within a school are referred to as the school climate. The school atmosphere is influenced by the interactions amongst the community, non-teaching staff, teachers, and administration.

The findings of the research study would help the stakeholders of Government and private secondary schools while framing educational policy and educational planning for the secondary school students. Furthermore, results of the study would help the head of the institutions, teachers to deal with the challenges faced by the pupils.

STATEMENT OF THE PROBLEM

The present study is stated as:

A study on Organisational Climate of Government and private secondary school students of Leh ladakh.

OBJECTIVES

The objectives formulated for the research study are:

1. To study the high favourable school climate of Government secondary school students.
2. To study the average favourable school climate of Government secondary school students.
3. To study the high unfavourable school climate of Government secondary school students.
4. To study the high favourable school climate of private secondary school students.
5. To study the average favourable school climate of private secondary school students.
6. To study the high unfavourable school climate of private secondary school students.
7. To compare the open climate of Government and private secondary school students.
8. To compare the autonomous climate of Government and private secondary school students.
9. To compare the controlled climate of Government and private secondary school students.
10. To compare the familiar climate of Government and private secondary school students.
11. To compare the parental climate of Government and private secondary school students.
12. To compare the closed climate of Government and private secondary school students.

HYPOTHESES

The alternate hypotheses were formulated for the research study:

- There is significant difference between Government and private secondary school students on levels of Organisational (School) climate.
- There is significant difference between Government and private secondary school students on dimension of open climate.
- There is significant difference between Government and private secondary school students on dimension of autonomous climate.
- There is significant difference between Government and private secondary school students on dimension of controlled climate.
- There is significant difference between Government and private secondary school students on dimension of familiar climate.
- There is significant difference between Government and private secondary school students on dimension of parental climate.
- There is significant difference between Government and private secondary school students on dimension of closed climate.
- There is significant difference between Government and private secondary school students on composite scores of Organisational (school) climate.

OPERATIONAL DEFINITIONS

Organisational Climate:

Organisational climate has been operationally defined as the scores obtained by the sample subjects on administering **School Climate Scale – 2015 (standardised)** by *Singh and Imam*.

Government school:

For the present investigation, Government school refers to those schools which are run by Government.

Private school:

For the present study, Private school refers to those schools which are run by Private agencies (un-aided).

Secondary school students:

Secondary school students refer the sample subjects studying in class 9th and 10th in the different Government and private secondary schools of Leh ladakh.

METHODOLOGY

The present study is descriptive in nature. Quantitative method was employed to conduct the research.

SAMPLE

200 students from Government schools and 200 students from private schools were selected for the research study. Students studying in class 9th and 10th at different Government and private secondary schools of Leh ladakh were selected for the sample study. Random sampling technique was used to eliminate any bias.

The sample is split as follows:

Group	Government	Private	Total
Secondary school students	200	200	400

TOOLS USE

School Climate Scale – 2015 (standardised) by Singh and Imam was used to measure the organisational climate of sample subjects.

STATISTICAL TREATMENT

In order to achieve the objectives and test the hypotheses, statistical techniques like percentages, mean (\bar{X}), standard deviation (SD) and t-test were employed to analyse the data.

LIMITATIONS OF THE STUDY

Every research study has some limitations taking into consideration time and resources. The present study was delimited to Government and private secondary school students of Leh ladakh. Furthermore, study was delimited to class 9th and 10th standard students.

DATA ANALYSIS AND INTERPRETATION

The collected data was analysed under the following.

1. Percentage level distribution of Government secondary school students of Leh ladakh on levels of Organisational (School) Climate (N = 200).

Table 1

Levels	Government Secondary School Students	
	N	Percent
High Favourable	20	10%
Average Favourable	100	50%
High Unfavourable	80	40%

The table 1 depicts a percent- wise distribution of Government secondary school students, table revealed that 10% students' responses were high favourable school climate, 50% students' responses were average favourable and 40% students' responses were high unfavourable school climate.

2. Percentage level distribution of private secondary school students of Leh ladakh on levels of Organisational Climate (N = 200).

Table 2

Levels	Private Secondary School Students	
	N	Percent
High Favourable	130	65%
Average Favourable	44	22%
High Unfavourable	26	13%

The table 2 shows a percent- wise distribution of private secondary school students, table depicted that 65% students' responses were high favourable school climate, 22% students' responses were average favourable school climate and 13% students' responses were high unfavourable school climate.

3. Comparison between Government and private secondary school students of Leh ladakh on dimension of open climate.

Table 3

Dimension	Schools				
	Government		Private		t- value
	\bar{X}	SD	\bar{X}	SD	
Open Climate	5.56	2.426	8.69	0.799	2.45*

*Significant at 0.05 level

From table 3, it revealed that the mean score of Government secondary school students on dimension of open climate is 5.56, and private secondary school students mean score is 8.69. It is evident that private secondary school students of Leh ladakh having higher open climate than Government secondary school students of Leh ladakh. Therefore, the hypothesis which reads **there is significant difference between Government and private secondary school students on dimension of open climate** stands accepted.

4. Comparison between Government and private secondary school students of Leh ladakh on dimension of autonomous climate.

Table 4

Dimension	Schools				
	Government		Private		t-value
	\bar{X}	SD	\bar{X}	SD	
Autonomous Climate	14.13	2.886	16.21	2.388	3.72*
*Significant at 0.01 level					

The table 4 reveals a significant difference between Government and private secondary school students of Leh ladakh on dimension of autonomous climate. The calculated 't' value is significant at 0.01 level. Thus, the hypothesis which states **there is significant difference between Government and private secondary school students on dimension of autonomous climate** is retained.

5. Comparison between Government and private secondary school students of Leh ladakh on dimension of controlled climate.

Table 5

Dimension	Schools				
	Government		Private		t-value
	\bar{X}	SD	\bar{X}	SD	
Controlled Climate	13.68	2.707	15.88	3.307	2.46*
*Significant at 0.05 level					

From table 5, it showed that the mean score of Government secondary school students on dimension of controlled climate is 13.68, and private secondary school students mean score is 15.88. It is pertinent that private secondary school students of Leh ladakh have higher controlled climate than Government secondary school students of Leh ladakh. Thus, the hypothesis which reads **there is significant difference between Government and private secondary school students on dimension of controlled climate** stands retained.

6. Comparison between Government and private secondary school students of Leh ladakh on dimension of familiar climate.

Table 6

Dimension	Schools				
	Government		Private		t-value
	\bar{X}	SD	\bar{X}	SD	
Familiar Climate	10.17	2.222	12.17	2.141	3.34*
*Significant at 0.01 level					

The table 6 signifies a significant difference between Government and private secondary school students of Leh ladakh on dimension of familiar climate. The calculated 't' value is significant at 0.01 level. Thus, the hypothesis which states **there is significant difference between Government and private secondary school students on dimension of familiar climate** is accepted.

7. Comparison between Government and private secondary school students of Leh ladakh on dimension of parental climate.

Table 7

Dimension	Schools				
	Government		Private		t- value
	\bar{X}	SD	\bar{X}	SD	
Parental Climate	9.03	2.443	10.69	2.495	3.30*
*Significant at 0.01 level					

The table 7 signifies a significant difference between Government and private secondary school students of Leh ladakh on dimension of parental climate. The calculated 't' value is significant at 0.01 level. Thus, the hypothesis which reads **there is significant difference between Government and private secondary school students on dimension of parental climate** stands accepted.

8. Comparison between Government and private secondary school students of Leh ladakh on dimension of closed climate.

Table 8

Dimension	Schools				
	Government		Private		t- value
	\bar{X}	SD	\bar{X}	SD	
Closed Climate	6.33	0.977	8.12	1.939	4.73*
*Significant at 0.01 level					

The table 8 depicts a significant difference between Government and private secondary school students of Leh ladakh on dimension of closed climate. The calculated 't' value is significant at 0.01 level. Henceforth, the hypothesis which states **there is significant difference between Government and private secondary school students on dimension of closed climate** stands retained.

9. Comparison between Government and private secondary school students of Leh ladakh on composite Scores of Organisational (School) climate.

Table 9

School Climate	Schools				
	Government		Private		t- value
	\bar{X}	SD	\bar{X}	SD	
Composite Scores	58.09	6.73	71.76	6.85	4.29*
*Significant at 0.01 level					

From table 9, it is evident that the mean score of Government secondary school students on composite scores of organisational (school) climate is 58.09, and mean score of private secondary school students on composite scores of school climate is 71.76. The 't' value is significant at 0.01 level. It shows that private secondary school students of Leh ladakh having higher and favourable Organisational (School) climate than Government secondary school students of Leh ladakh. Therefore, the hypothesis which reads **there is significant difference between Government and private secondary school students on composite scores of school climate** stands accepted.

FINDINGS

Following are the major findings of the research study:

- It was exhibited that 10% of Government secondary school students and 65% of private secondary school students of Leh ladakh responses have high favourable school climate.
- Study showed that 50% of Government secondary school students and 22% of private secondary school students of Leh ladakh responses have average favourable school climate.
- Data further revealed that 40% of Government secondary school students and 13% of private secondary school students' responses have high unfavourable school climate.
- Study found that private secondary students have higher open climate which indicates private secondary students enjoy going to school and they look forward to coming to school daily in the morning. The more open school climate the more productive will be students' school performance.

- It can be referred that in private secondary school students feel studying in their school is personally motivated and they would like to continue their studies in the same school.
- Found that in private secondary school students' have higher controlled climate. Students' claimed that teachers inspire them in taking part in various activities and teacher's give completely fair results and treats every student equally.
- Private secondary school students having higher familiar climate. Students' feel their school look into the matter of any bullying or social discrimination seriously and every student feels like he or she belongs to his or her school.
- Private secondary school students have higher parental climate. Parents attended the PTM (parent teacher meeting) when called for and school provides opportunities for nurturing students' abilities and capabilities.
- Private secondary school students have higher closed climate as students' claim that fee structured in their school is unaffordable to all section or class of people.
- Study found that private secondary school students on overall dimensions have higher and better school climate.

DISCUSSION

The overall results depict that Government secondary school students and private secondary students differ on Organisational (school) climate. It can be summarised that school climate has considerable effect on students. Field of research that has been done have claimed that favourable school climate, supportive learning environment are important and need of the hour for students' betterment and prosperity, also school climate affect teachers' performance in school as well. Studies that are in agreement with **Santhosh (2023)** found that teachers must understand how teenagers perceive the school environment or its climate as well as the symbolic elements of the school environment or its culture. It becomes imperative to address the major factors such as school policies and school climate while addressing the difficulties in the student population such as meeting their physiological needs, instilling moral behaviours and duties and resolving teenage psychological disorders. **Akyurek (2022)** in the study, it was determined that pupils had positive opinions of both the school atmosphere and its overall contentment. Furthermore, the relationship between school climate and school happiness has been analysed and it has been discovered that as school climate increases so does school happiness. Enhancing academic, social, and creative activities can lead to a happy high school experience which is reliant upon a positive school climate. The study's findings suggested that school atmosphere both predicted and affected students' happiness. **Ozgenel (2020)** examined the performance and achievement of teachers and students were found to be recognised as markers of a successful school climate. Likewise, there is a significant and positive relationship between school effectiveness, supportive and directive principal behaviours and intimate and collegial behaviours, which are defined as elements of the school climate. Stated differently, the school atmosphere is favourably correlated with the actions of collaborative teachers and supportive, directed principals. **Mir (2019)** claimed that, the foremost role of school education is to promote and enhance the harmonious development of students. In a school setting where a conducive and pleasant atmosphere prevails, the child's growth that is balanced, integrated, holistic and inclusive seems hopeful. School climate is considered as the overall health and personality of a given school.

CONCLUSION

While examining the percent- wise distribution of Government and private secondary school students on varied levels of school climate, the results revealed that private secondary school students' responses on overall percent- wise distribution were found to have high level of school climate. Teachers are more dedicated and committed in private schools, teachers are very happy to work and they work together. On the other case Government secondary students, majority found their school climate not open and they didn't feel or look forward going to school daily. Further, private students claim that their school creates opportunities for students to get to know each other and maintained its healthy and hygienic standards. Moreover, in private secondary school students know how to report harassment, bullying and racial abuse to school officials and they feel comfortable while interacting with administrative staffers. On the contrary, an aforesaid reason was not found in Government secondary school students and eventually their school climate unfavourable.

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