

# Perceptions of School Organizational Climate: A comparative study of English and Mizo Medium Elementary School Teachers

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**Abstract:** *This paper examines the school organizational climate of English and Mizo medium elementary schools as perceived by the teachers. The sample constituted of 150 elementary school teachers out of which 72 teachers from 15 English Medium Elementary Schools and 78 teachers from 15 Mizo Medium Elementary Schools in Aizawl city. Stratified random sampling was used for the present study. Data were analyzed by using t-test of significance. Major findings of the study shows that (i) English medium elementary school teachers in Aizawl city perceived their school organizational climate as favourable. (ii) Mizo medium elementary school teachers perceived their school organizational climate as favourable. (iii) It was also found that there were no significant differences in the total mean scores of English and Mizo medium elementary school teachers in Aizawl city. (iv) The findings also reveals that there exist no significant differences between male and female English and Mizo medium elementary school teachers in their perceptions of school organizational climate.*

**Key Words:** *school organizational climate, Mizo medium, elementary school,*

## 1. INTRODUCTION:

Elementary education is the basic and foremost right of every child. In the constitution of India, elementary education occupies an important place. Article 21-A of the constitution stated free and compulsory education for all children between the age of 6 – 14 years. Elementary schooling is the cornerstone and backbone of the whole system of education. If the quality of elementary education is improving, the entire system of education is bound to be improving.

Elementary school is the very first stage of education, and it has comprises of class I to class VIII. It refers to the first eight years of schooling. It starts from class I to class VIII. Prior to this class comes the stage of nursery or kindergarten in private English medium schools and some government English medium schools. Organizational climate of a school plays a very important role to enhance the standard of educational institution because it shapes and moulds the child in building their personality in a socially desirable manner. Hence, it is necessary to study the school organizational climate of Aizawl city to reveal in-depth information about their institutions.

Improvement of school climate cannot be made until the area of strength and weaknesses, demands and nonessential in the school organizational climate are identified. Assessing the perception of the teachers about the school organizational climate provides a constructive guide for improving the school. An assessment of the perception of the teachers about the school organizational climate can confirm a climate of the school, which significantly contribute to the student's success and development of the institution. The researcher believes that research work is the only means that will reveal the perception of teachers about the school organizational climate in order to improve and maintain educational excellence. The findings of the study will serve as a guideline for the school authorities, the Head/Principal, and the teachers for improvement, reconstruct, and development of the organizational climate of elementary schools of Aizawl City.

### 1.1 Brief History of Elementary Schools in Mizoram

In the past, the land of Mizo was annexed to the British Empire. Mizos were without written language and totally illiterate. Most of the knowledge were disseminated at 'Zawlbuk or Bachelor's Dormitory,' a traditional school of the Mizos in the primitive days.

The first formal type of education in Mizoram was started in 1894 by two British Christian missionaries – Rev. J. H. Lorraine and Rev. F. W. Savidge in Aizawl. At the beginning there were only two students in this school. When four years had passed, this school was closed down as the missionaries had to leave the Lushai Hills. On 15<sup>th</sup> February 1898, another missionary – Rev D. E Jones from Wales who came to Aizawl in 1897 opened a school in Aizawl. This was the first school of formal education in Mizoram which continue, grow, and developed into a full-fledged recognized school.

In Mizoram, type of schools are divided into different categories based on their school management - Central Government (purely central and SSA), State Government, Local Body, Schools Aided by State Government and Local Body (Deficit, Council Deficit, Adhoc Aided, Council Aided), Private Unaided (Lump-sum Aided and Purely Private). At present, there are 3461 elementary schools with 251723 students, and 18747 teachers in Mizoram. Out of these schools, 198 state government elementary schools and 227 purely private elementary schools presently exist in Aizawl city. The number of enrolment of students in the state government schools is 11,038 with 1384 teachers and purely private elementary school has covered 227 schools with 49700 students and 2571 teachers in Aizawl city (Annual Publication, 2015-2016, Directorate of School Education, Government of Mizoram).

### **1.2 Meaning of School Organizational Climate**

School organizational climate can be referred to as a relatively enduring quality of the internal environment of a school that is experienced by teachers and or learners influences their behaviour, and is based on their collective perceptions. It can be described in terms of the values of a particular set of characteristics (or attributes) of an organization.

A school environment plays an important role in achieving the goals framed for the children because the school environment comprises maximum impact on their thinking, reasoning, problem solving behaviour, achievement, attitude and value. The system of school organization has reflected the norms and values of the institutions. It will also reflect the achievement of the student's social and moral development.

The basic components of organizational climate are -

- (i) The organizational climate is mostly about attitudes and behaviour.
- (ii) It is composed of beliefs, values or norms shared by all members of organization.
- (iii) The organizational climate has a great role in the organization as it causes differences in the effectiveness of every organization.

The perception of teachers form a significant part of the common trait system of a school. Their thoughts, feelings, and help form school climate. A study of their views, opinions, and experiences will provide the students with insightful learning into the primary forces by which climate is shaped and changed. Teacher's perceptions of the organizational climate of school is in fact one of the most important components that determine the quality of the working life of the teacher.

The quality of education that is provided to the students depends on the quality of the teacher. The teacher may hold innumerable degree and high profile but under unconditional school climate, he/she cannot produce his/her best in him/her. The success and effectiveness of school organization and management are obviously the responsibility of the teachers and the administrators. The functions, controls, disciplines, and rules are to be taken care of by the school authorities. Under their supervision, the institution should run smoothly and the students have to feel secure.

## **2. OBJECTIVES OF THE STUDY:**

- To study the perceptions of teachers on the organizational climate of elementary English medium schools in Aizawl city.
- To study the perceptions of teachers on the organizational climate of elementary Mizo medium schools in Aizawl city.
- To compare the perceptions of teachers on the organizational climate of elementary English and Mizo medium schools in Aizawl city.
- To study the perceptions of teachers on the organizational climate of elementary English medium schools in Aizawl city with respect to gender.
- To study the perceptions of teachers on the organizational climate of elementary Mizo medium schools in Aizawl city with respect to gender
- To compare the perceptions of teachers on the organizational climate of elementary English and Mizo medium schools in Aizawl city with respect to their gender.

### **2.1 Hypotheses**

"Hypothesis serves the important function of linking together related facts and information and organising them into whole." (Good, 1972). The path of the research is enlightened by the following hypotheses in the study, which were formulated by the investigator.

1. There is no significant difference between the perceptions of English and Mizo medium elementary school teachers of Aizawl city on their organizational climate.
2. There is no significant difference between the perceptions of male and female teachers on the organizational climate of English medium elementary schools in Aizawl city.
3. There is no significant difference between the perceptions of male and female teachers on the organizational climate of Mizo medium elementary schools in Aizawl city.

4. There is no significant difference between the perceptions of teachers on the organizational climate of elementary English and Mizo medium school of Aizawl city with respect to their gender

**3. METHODOLOGY:**

The research design is the skeleton that gives the necessary strength and shape to any research study. The methodology and procedure followed by the investigator in the present study is discussed in the following manner: -

**3.1 Population of the study**

The population of this study included all the elementary schools in Aizawl city and all the teachers who are working in the elementary schools in Aizawl City.

**3.2 Sample of the study/Participants**

Stratified random sampling was used for selecting the sample of the study. The schools and teachers were selected randomly. The sample consisted of 30 elementary schools in Aizawl City. Out of which, 15 elementary schools were Mizo medium and another 15 elementary schools were English medium. Mizo medium elementary schools are managed by the state government and the English medium elementary schools are run by purely private enterprises.

The sample of the study comprised of 150 elementary school teachers in Aizawl city. Out of 150 teachers, 72 teachers were from English medium elementary schools and 78 teachers were from Mizo Medium elementary schools. Out of 425 elementary schools in Aizawl city, 30 schools were randomly selected for the present study.

**3.3 Tool used for data collection**

The investigator chose Organizational Climate Scale (OCS) developed by Sanjoy Pathe, Sushama Chaudari, and Upinder Dhar (2001) to measure the perceptions of teachers on the organizational climate of elementary schools in Aizawl city. The demographic data sheet was also distributed to collect the biographical information of the respondents.

Organizational Climate Scale is a self evaluate scale comprises of 22 items. Against each items there are seven alternative numbers ‘1, 2, 3, 4, 5, 6, 7’.

Data collected from elementary school teachers of English and Mizo medium schools of Aizawl city were analysed in accordance with the objectives. In order to reveals the teacher’s perceptions about their school organisational climate, the following table represent the range of the factors –

**RANGE OF FACTORS**

LEVEL OF ORGANIZATIONAL CLIMATE	FACTORS OF ORGANIZATIONAL CLIMATE				
	Results, Rewards, and Interpersonal Relations	Organizational Process	Clarity of Roles and sharing of Information	Altruistic Behaviour	Total
Normal Range (Favourable)	33 – 35	40 – 45	14 – 23	4 – 6	84 - 124
High Score	54 & above	46 & above	24 & above	7 & above	125 above
Low Score	32 & below	29 & below	13 & below	3 & below	83 below

**3.4 Statistical techniques of data**

For analyzing the data, the investigator employed the following statistical techniques:

1. Mean and Standard Deviation.
2. ‘t’ test

**3.5 Findings and Interpretation**

Objective-wise findings are presented as below:

**Objective 1:** The first objective is to study the perceptions of teachers on the organisational climate of elementary English medium schools in Aizawl City.

The findings of objective 1 as presented in table 1 reveals that the total mean scores of the perceptions of teachers in their school organizational climate is 109.61 which shows that the English medium elementary school teachers in Aizawl city perceived their school organizational climate as favourable, which is within the normal range.

Table 1: Perceptions of English Medium Elementary School Teachers on their School Organizational Climate

FACTORS OF ORGANIZATIONAL CLIMATE	MEAN (N = 72)	STANDARD DEVIATION (N = 72)
Factor 1 (Results, Rewards and Interpersonal Relations)	44.3	8.6
Factor 2 (Organizational Processes)	39.5	8.5
Factor 3 (Clarity of Roles and Sharing of Information)	19.4	9.7
Factor 4 (Altruistic Behaviour)	5.9	4.7
Total Organizational Climate	109.6	19.1

**Objective 2:** The second objective is to study the perceptions of teachers on the organisational climate of Elementary Mizo medium schools in Aizawl city.

From the given table 2, it is evident that the total mean scores of Mizo medium elementary school teachers with regard to their perceptions on school organisational climate was found to be 112.5 which shows that the Mizo medium elementary school teachers perceived their school organizational climate as favourable.

Table 2: Perceptions of Mizo Medium Elementary School Teachers on their school Organizational Climate

FACTORS OF ORGANIZATIONAL CLIMATE	MEAN (N = 78)	STANDARD DEVIATION (N = 78)
Factor 1 (Results, Rewards and Interpersonal Relations)	45.3	8.88
Factor 2 (Organizational Process)	40.7	8.06
Factor 3 (Clarity of Roles and Sharing of Information)	20.8	3.77
Factor 4 (Altruistic Behaviour)	5.6	1.36
Total Organizational Climate	112.5	18.65

**Objective 3:** The third objective is to compare the perceptions of teachers on the organisational climate of elementary English and Mizo medium schools in Aizawl city.

For comparison between respondents of English and Mizo medium elementary school teachers, the two scores were calculated with the help of 't' ratio. As depicted in the given table 3 and figure 1, it can be seen that there were no significant difference in the total mean scores between English and Mizo medium elementary school teachers in Aizawl city. The standard deviation indicated that the divergence in scores was more in Mizo medium than in English medium elementary school teachers. As the t – value is 1.12, which is less than the table value both at 0.05 and 0.01 level (table value at 0.05 level is 1.96 and 0.01 level is 2.57), it can be said that there were no significant difference in the perceptions of teachers on the organisational climate between English and Mizo medium elementary schools in Aizawl city. Therefore, the null hypothesis is accepted.

Table 3: Comparison of Perceptions of English and Mizo Medium Elementary School Teachers on their School Organizational Climate

VARIANCE	ENGLISH MEDIUM SCHOOL TEACHER (N=72)		MIZO MEDIUM SCHOOL TEACHERS (N=78)		t-value
	Mean	S. D.	Mean	S. D.	
Total Organizational Climate	109.61	19.19	112.47	18.7	1.12 <sup>(NS)</sup>

NS - Not Significant, \* - Significant at 0.05 level, \*\* - Significant at 0.01 level

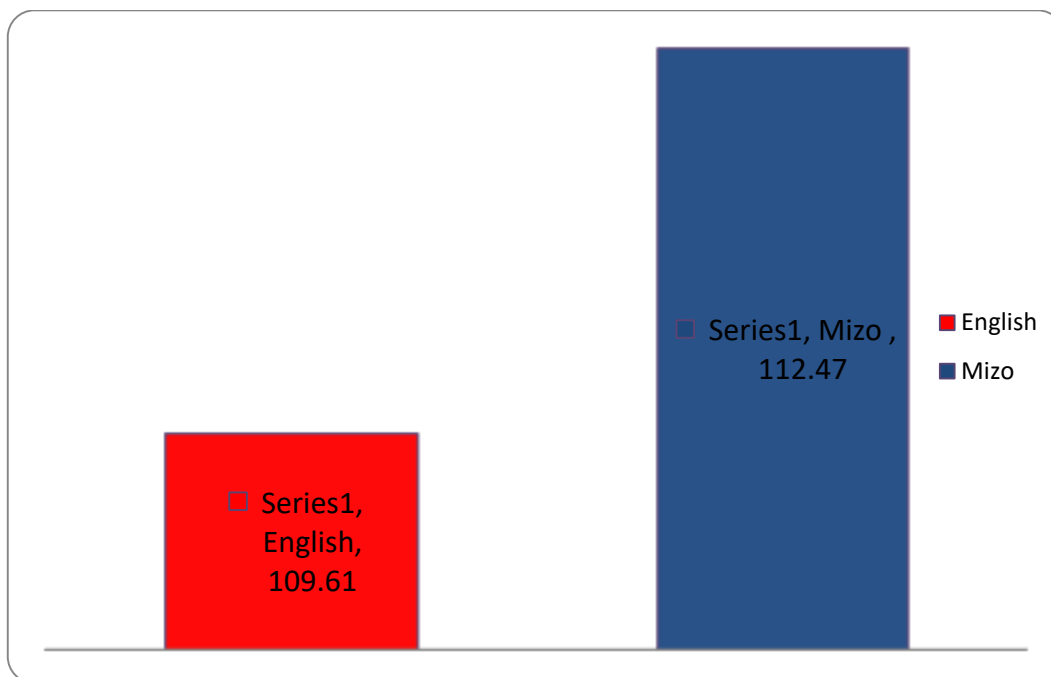


Figure 1: Comparison of perceptions of English and Mizo medium School Teachers on their School Organizational Climate

**Objective 4:** The fourth objective is to study the perceptions of teachers on the organisational climate of elementary English medium schools in Aizawl city with respect to gender.

22 questions, which aimed to determine whether the organisational school climate showed any difference according to the gender, were evaluated. In this evaluation, t-test was applied to the averages of perception point to determine whether there was a difference between perceptions when gender was concerned. The finding of t-test applied to perceiving level according to gender is given in the following table 4 and figure 2.

Table 4: Comparison of Perceptions of male and female teachers on the School Organizational Climate of English Medium Elementary Schools in Aizawl city

VARIANCE	MALE (N=30)		FEMALE (N=42)		t-value
	Mean	S. D.	Mean	S. D.	
Total Organizational Climate	110.6	19.39	108.9	19.25	0.36 <sup>(NS)</sup>

NS - Not Significant, \*- Significant at 0.05 level, \*\*- Significant at 0.01 level

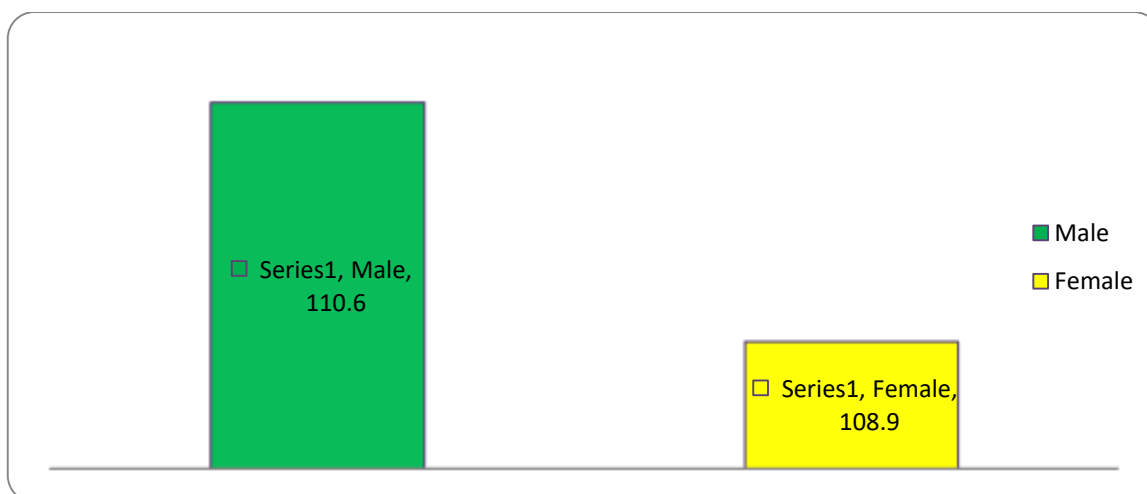


Figure 2: Comparison of the Perceptions of male and female teachers on the School Organizational Climate of English Medium Elementary Schools

As depicted in the given table 4 and figure 2, it can be seen that there were no significant difference between the total mean scores of male and female teachers of English medium elementary schools in Aizawl city in their school organizational climate. The standard deviation indicates that the divergence in scores was almost the same. As the  $t$  – value is 0.7, which is less than the table value at both 0.05 and 0.01 levels (table value at 0.05 level is 1.96 and 0.01 level is 2.57). Therefore, the null hypothesis is accepted.

**Objective 5:** The fifth objective is to study the perceptions of teachers on the organisational climate of elementary Mizo medium schools in Aizawl city with respect to gender.

As depicted in the given table 5 and figure 3, it can be seen that there were no significant difference between the total mean scores of male and female teachers of Mizo medium elementary schools in Aizawl city. The standard deviation indicates that the divergence in scores is more in male than in female teachers. As the  $t$  – value is 0.7, which is less than the table value at both 0.05 and 0.01 levels (table value at 0.05 level is 1.96 and 0.01 level is 2.7). It can be said that there were no significant difference between male and female teachers on their perceptions on school organisational climate of Mizo medium elementary schools in Aizawl city. Therefore, the null hypothesis is accepted.

Table 5: Comparison of the Perceptions of male and female teachers on the School Organizational Climate of Mizo Medium Elementary Schools

VARIANCE	MALE (N=30)		FEMALE (N=42)		t-value
	Mean	S. D.	Mean	S. D.	
Total Organizational Climate	111.3	19.15	113.21	18.50	0.43 <sup>(NS)</sup>

NS - Not Significant, \*- Significant at 0.05 level, \*\*- Significant at 0.01 level

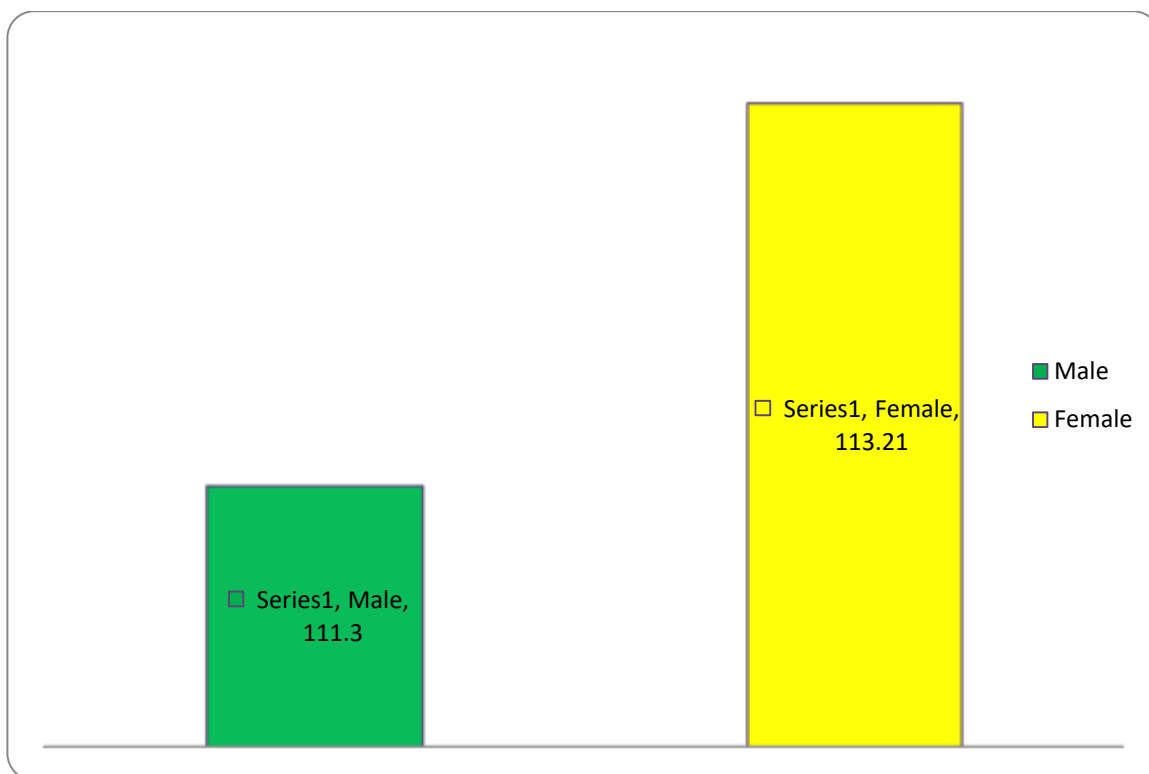


Figure 3: Comparison of Perceptions of male and female teachers on the School Organizational Climate of Mizo Medium Elementary Schools

**Objective 6:** The sixth objective is to compare the perceptions of teacher the organisational climate of elementary English and Mizo medium schools in Aizawl city with respect to their gender.

**Objective 6 (a):** To compare the perceptions of male teachers of English and Mizo medium elementary schools on their school organizational climate in Aizawl city.

Table 6: Comparison of Perceptions of Male Teachers of English and Mizo medium Elementary Schools on their School Organizational Climate

Medium of Schools	N	Mean	Standard Deviation	t-value
English	30	110.6	19.39	1.75 <sup>(NS)</sup>
Mizo	30	109.7	20.28	

NS - Not Significant, \*- Significant at 0.05 level, \*\*- Significant at 0.01 level

As depicted in the given table 6, it can be seen that there were no significant difference between the total mean scores of male teachers of English and Mizo medium elementary schools in Aizawl city on their school organizational climate. The standard deviation indicates that the divergence in scores was more in Mizo medium than in English medium school teachers. As the t – value is 1.75, which is less than the table value at both 0.05 and 0.01 level (table value at 0.05 level is 1.96 and 0.01 level is 2.7) there is no significant difference between the perceptions of male teachers of English and Mizo medium elementary schools on their school organisational climate. Therefore, null hypothesis is accepted.

**Objective 6 (b):** To compare the perceptions of female teachers of English and Mizo medium elementary schools on their school organizational climate in Aizawl city.

For this sub section of the given objective, the mean and standard deviation of the two scores were calculated that are given in table 7.

Table 7: Comparison of Perceptions of Female Teachers of English and Mizo medium Elementary Schools on their School Organizational Climate

Medium of Schools	N	Mean	Standard deviation	t-value
English	42	108.90	19.25	1.08 <sup>(NS)</sup>
Mizo	48	113.21	18.50	

NS - Not Significant, \*- Significant at 0.05 level, \*\*- Significant at 0.01 level

As depicted in the given table 7, it can be seen that there exist no significant difference between the mean scores of female teachers of English and Mizo medium elementary schools in their perceptions of school organizational climate. The standard deviation indicates that the divergence in scores was more in Mizo medium than in English medium school teachers. As the t – value is 1.08, which is less than the table value at both 0.05 and 0.01 level (table value at 0.05 level is 1.96 and 0.01 level is 2.7). It can be said that there is no significant difference between the perceptions of female teachers of English and Mizo medium elementary schools on their school organisational climate. Therefore, null hypothesis is accepted.

#### 4. CONCLUSIONS:

The importance of organizational climate of teacher’s perceptions is a significant one. Climate is indicative of how well the teacher is realising his/her full potential. The findings of the study reveals that teachers who work in English and Mizo medium elementary schools in Aizawl city perceived their school organizational climate as favourable. It was also found that there were no significant differences with respect to their gender.

The findings of the study will help to create a conducive school environment and better work culture for elementary school teachers. The findings of the study will also help the school administrators and authorities in understanding the role of the teacher’s perceptions of their school organizational climate which is detrimental for an effective teaching – learning environment. The authorities will be able to help in shouldering the responsibility of guiding the teachers and students to the best suited avenues.

School organizational climate plays the most essential determinants factors for the success and achievement of student’s performance, intellectual, moral, and emotional development. It will also definitely affect the teacher’s performance, emotion, dedication to work, cooperation, school management, and job satisfaction. Creating a positive organizational climate of school is an important role of teacher as it will enhance their duties and obligations for the welfare of the students.

The concept of school climate was discussed from a variety of dimensions - school climate as a shared value of the teachers, process of their school organization, relationship between the teachers, and humane behaviour upon the colleagues. Individual reactions of school climate, individually and as a group, determined the significance of the climate of the school organization. All the teachers have an important role in creating a favourable school climate. All the teachers can establish friendly and cooperative atmosphere of the school organizational climate.

From this study, it found that the teachers in English and Mizo medium elementary school teachers of Aizawl city perceived their school organizational climate quite favourable. However, because of the small numbers of teachers represented in this study, it may not be sufficient for the whole state. A large sample might have yielded different results.

When the researcher visiting the selected schools (15 English medium and 15 Mizo medium elementary schools in Aizawl city), it was found that the English medium schools kept their routine and time better than Mizo medium schools. Mizo medium schools (which are run by government) have better school buildings, compound for playing, and facilities than English medium schools (run by private). However, the enrolment of students in English medium schools was much more than Mizo medium schools. This may be needed for further research study.

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