PERCEPTIONS OF TEACHERS ON THE ORGANIZATIONAL CLIMATE OF ELEMENTARY SCHOOLS OF AIZAWL CITY: A COMPARATIVE STUDY OF ENGLISH AND MIZO MEDIUM SCHOOLS

Dissertation Submitted in Partial Fulfilment for Degree of Master of Philosophy in Education

Submitted by

Biakthansangi

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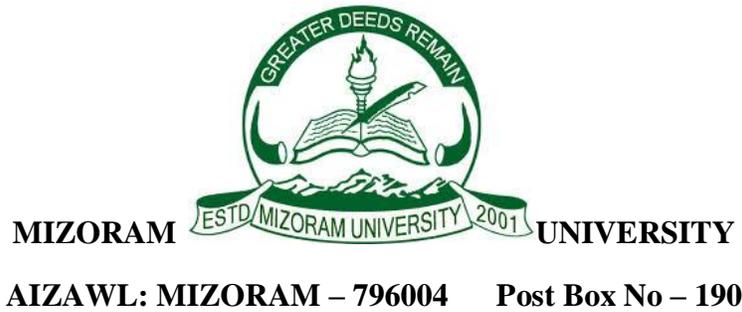**Under the Supervision of**

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This is to certify that the work incorporated in this Dissertation entitled **Perceptions of Teachers on the Organizational Climate of Elementary Schools of Aizawl City: A Comparative Study of English and Mizo Medium Schools** is a bonafied research work carried out by **Biakthansangi** under my supervision for her M.Phil. Degree and the same have not been submitted previously for any degree.

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DECLARATION

I Biakthansangi , hereby declare that the subject matter of the dissertation entitled "Perceptions of Teachers on the Organizational Climate of Elementary Schools of Aizawl City: A Comparative Study of English and Mizo Medium Schools" is a record of work done by me; that the content of this dissertation did not form basis of the award of any previous degree to me, or to the best of my knowledge, to anybody else, and that the dissertation has not been submitted by me for any research degree in any other University/Institution.

This is being submitted to Mizoram University, Aizawl for the award of Master of Philosophy in Education.

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Date: BIAKTHANSANGI

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CHAPTER I

INTRODUCTION

1.1   Background of the study

Education has a crucial role to play in the development of the people and the country. This process imparts the necessary skills, disseminates knowledge, and helps in changing the attitudes and behaviour of the students. Education is a life-long process, as it starts from the mother womb and ends in grave. The life of human being is encircled with education. Education is the all round development of the student's personality and the teachers should be prepared to contribute to the all round development of personality instead of only imparting knowledge of a subject to the children. Education shows us some way by which we can solve the problems of life. Life is full of struggle; man makes his life successful by proper education and training. With regard to education, they mainly concern the teachers, students, curriculum, administrators, school climate, and the society.

Education is the process of remarking experience, giving it a more socialised value through increased individual experience, by giving the individual better control over his own power. Education is a tri-polar process in which one personality acts upon another in order to modify the development of the other. The teacher is one pole of education, the second pole is the student, and the third pole of education is the subject matter or the curriculum. With the absent of any of the pole, education is imperfect.

Teacher forms an inevitable element in the process of education. Without teacher, education is rather difficult to operate.

Education is one of the most important sub-systems of a society. Where educational institutions turn out capable, intelligent, mentally alert and self-sufficient pupils, society becomes strong and productive. A healthy system of education would be one that ensures physical, mental, economic development and sensitivity of the student. The right kind of education should start from the grass root level of education viz. Pre-school and elementary stage.

1.2   Concept of elementary education

Before the dawn of British rule in India, formal system of education was not existed in India. Indigenous system of education was prevalent in Indian education. When the Britishers ruled over India, its provide 'The Charter Act of 1813' with a sum of rupees one lakh for education of Indian peoples. 'Wood Despatch of 1854' also made a recommendations for the improvement of indigenous education, establishment of new government school and providing grant-in-aid to the private enterprises. In 1913, the resolution submitted by Gopal Krishna Gokhale was also passed, which is the beginning of the free and compulsory education for children under the age of 14 years.

Elementary education is the basic and foremost right of every child. In the constitution of India, elementary education occupies an important position. Article 21-A of the constitution stated free and compulsory education for all children between the age of 6 – 14 years. The government has made elementary education as free and compulsory. It is the backbone of the whole system of education. If the quality of

elementary education is improve, the entire system of education is bound to be improving.

Schools are social institution. Within school organization, there are students, teachers, administrators, Head/Principal, and different kinds of service personnel. Members of each of this group occupy distinctive positions, and they are expected to behave in certain ways. Only if those relationships are understood and generally accepted, the school organization functions effectively.

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.

1.3 Brief history of education 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 was disseminated at 'Zawlbuk' or 'Bachelor's Dormitory', a traditional school of the Mizos in the primitive days.

The first formal education was started in 1894 by two British Christian missionaries – Rev J. H. Lorraine and Rev F. W. Savidge at 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 15th 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 to grow, and developed into a full-fledged recognized school. When the years came, a number of schools were established in different parts of Mizoram. During the British period, most of the schools were privately managed (non-government institution), some are with financial assistance from the government. After India got independence in 1947, the number of schools and students has also increased in Mizoram. Nowadays, Mizoram is included among the highest literacy rate in India.

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 3460 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 are existing in Aizawl city. The number of enrolment of students in the state government school 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, 2014-2015, Directorate of School Education, Government of Mizoram).

1.4   An overview 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

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described in terms of the values of a particular set of characteristics (or attributes) of an organization. (Hoy & Forsyth, 1986).

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, and 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 schools are different in the manner the teacher interacted with each other and with the principal/head. However, each of the members may view the school climate in different way, according to their own personal interaction, perceptions, and encounter. School organizational climate is the soul and heart of a learning institution, which is the component of a school that motivates the principal, teachers, and the students to be allured to the school and love to stay and always be associated by the school and its environment. (Freiberg & Stein, 1999).

In terms of organizational climate, Halpin and Croft (1963) have identified six climates in a continuum from open to closed, based on the Organizational Climate Description Questionnaire (OCDQ), which they developed. The six climates are: (i) Open, (ii) autonomous, (iii) controlled, (iv) familiar, (v) paternal, and (vi) closed. To clarify a school in an organizational climate they found it necessary to get scores for a school on eight dimensions, four for the teachers as a group, and four for the principal as a leader. For teachers the dimensions are: (i) disengagement, (ii) hindrance, (iii)

spirit, and (iv) intimacy. For principals the dimensions are: (i) aloofness, (ii) production, (iii) thrust, and (iv) consideration. (Halpin and Croft. 1963).

The term organizational climate refers to the overall characteristics atmosphere in the school. It refers to the sum of all physical, social, emotional instructional factors that contribute to the total teaching-learning situation in the school. Every school organization has a climate that distinguishes it from other schools and influence behaviour and feelings of teachers and students for the school. It possesses certain characteristics or factors which constitutes its environment or the climate. The school climate is the experience of the institution, its nature, or its individuality or its inner life. The school organizational climate affects the teacher and their teaching, the students and their learning.

Forehand and Gilmer (1964) defined organizational climate as 'the set of characteristics that describe an organization and that: (a) distinguish the organization from other organizations, (b) are relatively enduring over time, and (c) influence the behaviour of people in the organization. Organizational climate is defined as a set of perceived attributes of an organization and its subsystem as reflected in the way an organization deals with its members, groups, and issues.

School organizational climate plays the most essential determinant 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, school management, and job satisfaction. Organizational climate is a major factor in the lives of educator who teach, learn, and grow professionally in schools.

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School organizational climate deals with values and attitudes of person in the different sub-system existing in school, the teachers, the administrators, non-teaching staff, parents, and students.

The basic components of organizational climate are -

(i)   The organizational climate is mostly about attitudes and behaviour.

(ii)   It is composed of believes, 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.

1.5   Teachers perceptions and school organizational climate

Development of the nation is primarily dependent on the educational system available in the country. There can be no education where teachers do not play a pivotal role in ensuring achievement in an educational institution. The effectiveness of teachers is dependent on the organizational climate of the school. Teacher's role is vital in moulding the future of a country and as such, it is considered as the noblest profession. Teachers are the ideal to their students. Without teacher, education system will be crippled. The way the teachers perceive their work, relationship with principal/head and other teachers determine the school organizational climate.

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 student with insights into the primary forces by which climate is shaped and changed. Teacher's perceptions of the organizational

climate of school are the most important component that determines the quality of the working environment 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.

Creating a positive organizational climate of school is an important role of teacher as their perception of the climate. As a social system, the school allows inter-personal interactions among all the stakeholders of a school; the teacher interacts among themselves, with parents, students and the principal/head. The way the teacher upholds his/her duties and obligations have affected the organizational climate.

The interactions of teachers can have an influence on the school climate. The following behaviour of teachers can influence the school climate:

Teachers not committed to the tasks of teaching,
Teachers perceives the principal as hindering them in their professional duties,
Teachers with high morals and committed to teaching,
Teachers who does not get along with teaching. (Kruger, 2002:23)

The perception of one's work environment is the concept of organizational climate (Zhang & Liu, 2010). Within the school context, this can be understood as the

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internal school environment as experienced by the educators and learners alike and proceeds from their perceptions. Krovetz (2004) referred to organizational climate as not only the prevailing learning conditions but also the will and need to survive the environment and continue to cope and adapt. A supportive organizational climate is viewed as "the overall amount of perceived support employees receive from their immediate peers, other departments, and their supervisors that they view as helping them to successfully perform their work duties (Luthans et al.,2008, p.225). Maslow's study of the motivation factors in organizations and the needs required for the members to be productive laid the foundations for the study of organizational and school climate (Rafferty, 2008)

1.6   Statement of the problem

The purpose of this study is to study teacher's perceptions on the organizational climate of the elementary schools. The teacher's perceptions has influences their works, students' achievements, organizational climate of the school, relationship with the head/principal, and the development of their institution. To create a productive school climate, investigating how the teacher perceives their school organizational climate is essential. At the elementary stage, the pupils almost fully depend on their teachers. For creating a fruitful and attractive school climate, the teacher plays the main role.

The problem to be investigated in this study is Perception of Teachers on the organizational Climate of Elementary Schools of Aizawl City: A Comparative Study of English and Mizo Medium Schools.

1.7   Rationale of the study

Researches on school organizational climate have been conducted in different parts of the world according to their own standards. In many cases, according to the differences of culture, social background, and system of education, these findings have been found to be invalid or inapplicable in our country. This study will provide information leading to a better understanding of the perception of teachers about the organizational climate of the schools in Aizawl city.

Organizational climate is the internal characteristics of the school. It is considered as a measurement of an individual's relationship with the head/principal and other teachers in the institution. It influences the behaviour of the head/principal, teachers, staffs, and students in their work condition, behaviour, achievement, attitude, and relationship between them. The climate of a school has a significant impact on the people in that environment - students, parents, teachers and administrator experience on the nature a school exudes and makes judgement accordingly.

Organizational climate, teachers, and the infrastructure play a very important role to enhance the standard of educational institution because it shapes and moulds the child into mature human being. Hence, it is necessary to study the school organizational climate of Aizawl city to reveal in-depth information about their institutions.

Teacher's role is very vital in moulding the future of a country and, as such, it is considered as the noblest profession. They are considered the builder of the Nation because education is the source of growth of the country. Teachers are the ideal persons to their pupils. The perception of the teachers in the school compresses the

school organizational climate. To perform such tasks, they have to be physically, mentally, emotionally and socially balanced.

To provide an effective teaching-learning process, they require space, freedom, flexibility, and respect. The Head/Principal and teachers must share a relationship based on equality and mutual respect to create a better and positive organizational climate. The way the teachers perceive themselves individually as well as mutually has a direct bearing on the organizational climate of the school. School climate largely affects the attitude of the teachers, those who give their valuable strength and might to their profession. The purpose of the research is to explore the perception of teachers about the organizational climate of elementary school in Aizawl City.

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 finding 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.

1.8   Objectives of the Study

The main objectives of the present study are as follows: -

1) To study the perceptions of teachers on the organizational climate of elementary English medium schools in Aizawl city.

2) To study the perceptions of teachers on the organizational climate of elementary Mizo medium schools in Aizawl city.

3) To compare the perceptions of teachers on the organizational climate of elementary English and Mizo medium schools in Aizawl city.

4) To study the perceptions of teachers on the organizational climate of elementary English medium schools in Aizawl city with respect to gender.

5) To study the perceptions of teachers on the organizational climate of elementary Mizo medium schools in Aizawl city with respect to gender

6) 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.

7) To study the perceptions of teachers on the organizational climate of elementary schools in Aizawl city with respect to their teaching experience.

1.9   Operational definitions

As the present study investigate – Perception of teachers on the Organizational Climate of Elementary Schools of Aizawl City: A Comparative study of English and Mizo Medium Schools, there is a need to analyse the operational definitions, which are related to the problem.

1. ***Organizational Climate:*** - Organizational climate is the feel of the institution, its character, and its individuality resulting from social and psychological interaction between teachers and principal/head and within the group of teachers and students of a particular institution.

2. ***English Medium School:*** - English medium school is a school where English language is the primary medium of instruction. Most of the English medium schools in Aizawl city are run by the private sector. The teachers are employed and recruited by the school authority.

3. ***Mizo Medium School:*** - Mizo medium school is a school where Mizo tawng (Mizo language) is used as a medium of instruction. Most of the Mizo medium schools are run by the State government and the teachers are employed and recruited by the Government of Mizoram. In this system of education, they included English language as one of the subjects to be studied.

4. ***Perception:*** - The ability to notice and understanding things or persons that are not obvious to other people by using senses.

5. ***Elementary School:*** - Elementary school refers to the first eight years of schooling. In Mizo medium school (run by the State government), it starts from class I to VIII, in English medium school (run by private services), it starts from Nursery or Kindergarten to class VIII.

1.10 Hypotheses

"Hypothesis serves the important function of linking together related facts and information and organising them into whole." (Good, 1973). 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 schools in Aizawl city with respect to their gender.

5. There is no significant difference between the perceptions of teachers on the organizational climate of elementary schools in Aizawl city with respect to their teaching experience.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of researches done in the area related to the perception of elementary school teachers about their school organizational climate.

One of the indispensable parts of the research is reviewing the literature. The review of related literature is a sort of formal training, which enables the researcher to understand the objectives and the corresponding hypotheses of the study. The most important reason for reviewing the literature is to know about the recommendations of the previous researchers for further researches, which they have listed in their studies.

A review of related literature is an essential aspect of investigation. The term 'review' means 'revision' or 'glance over' or 'refer back on.' It implies locating, studying and evaluating the reports of relevant researches, study of published articles, research abstracts as well as reports of casual observation and opinion that are related to the individual's planned research project. Review of related literature implies systematic identification, location, and analysis of documents containing information related to the research problem. A careful review of the research journals, books, dissertations, theses, published articles, and other sources of information on the problem should be located, studied, and evaluated. It gives the researcher a deeper insight and understanding of the problem and enables enhancement of knowledge by taking new strides and by examining what is already known about the problem.

Various studies have been conducted in India and abroad on school organizational climate. It is almost impossible to review all the available literature on the topic. Therefore, in the present study, the researcher confined the review that is closely related with the current study. The researcher, for this study, went through the journals, unpublished theses and dissertations, books, research abstracts, etc and browsed different websites.

Sharma (1973) conducted a study on *An investigation into organizational climate of secondary schools of Rajasthan.* He replicated Halpin and Croft's study on a random sample of 1066 secondary schools in Rajasthan about the relationship between different variables, i.e., organizational climates, faculty size, faculty experience, faculty age, and experience of the headmaster. He also determined relationship between organizational climate and school effectiveness. He found significantly positive correlation between Headmaster effectiveness and school climate. He also observed significantly positive correlation between school academic achievement index and humanized thrust.

Shelat (1975) conducted a *Study on Organizational Climate, Teacher Morale, and Pupil Motivation towards Institution in Secondary Schools in Baroda District.* In his study, he found that the organizational climate in rural schools was autonomous and paternal while in urban schools closed and open type were predominant. Closed climate schools had low teacher morale while schools of open climate had higher teacher morale. The findings revealed that there was no relationship between the age of the teachers and school climate.

Gandhi, K.A. (1977) conducted a study on *Personality Characteristics of Teaching Staffs and Organizational Climate of Schools of Haryana*. The findings were significant differences were found to exist among open, intermediate and closed climate school: teachers serving in relatively open school were significantly more humanistic in their pupil control ideology than their counterparts. Belief systems of teachers in open and closed climate differed significantly. The category of students did not bear any relationship with organizational climate.

Bhatnagar, M. (1979) studied on the topic entitled *Organizational Climate of the Teacher Training Institutions of Uttar Pradesh and its relationship with their Effectiveness*. The findings were that the organizational climate of teacher training institutions in U.P. was characterized by higher level of hindrance factor, authoritarianism, and high academic emphasis, low level of discipline and control, and lack of facilities. The overall picture emerging was not impressive and good, the colleges differed among themselves significantly with regard to each dimension of organizational school climate; the stereotype of non-government teacher training colleges' organizational climate indicated higher hindrance, high democracy and freedom and high lack of facilities. The stereotype of organizational climate of government teacher training colleges, on the other hand, meant high social support, high authoritarianism, high trust, high academic emphasis, and high discipline and control. It was found that significant differences existed between them on all the nine dimensions of organizational climate; in large institutions, the climate was dominated by high authoritarianism high trust, high academic emphasis and high degree of discipline and control as compared to small institutions climate was characterized by high

hindrance, high democracy and freedom and lack of facilities (v) the rural institutions had high level of discipline and control and high academic emphasis as compared the urban institutions. On the other hand the urban institution were high on democracy, freedom and lack of facilities; the men's training colleges had better social support, greater trust, more academic emphasis and better discipline and control than the women's training colleges'; the trust and academic emphasis were more predominant in the climate of university departments of education than in the climate of the college departments. But on the whole, the climates of the two groups of teacher training colleges were similar; (viii) the organizational climate affected the effectiveness of the institution.

Khera (1979) conducted a study on *Organizational Climate and Educational Environment of Sainik Schools.* One major finding was that, no two schools had a similar type of organizational climate that can be attributed to the differences in the personality traits of the principal and the members of staff.

Criag, L.V. (1979) studied on *The Effects of Organizational Climate and Leadership Behaviour on Teacher Job-Satisfaction in Selected Schools.* The population for this study was 271 teachers from 21 schools of two suburban school districts in Dallas Metropolis area. Some of the findings were: Teachers in the open climate had higher mean scores of teacher job satisfaction than did the teachers identified in schools of closed climate. Teachers in the closed climate identified ability, social service and moral values as important aspects of job satisfaction. Teachers in the open climate identified creativity, morale and social service as important aspects of job satisfaction.

Varshneya, P.K. (1981) conducted a research on *A Study of Relationship between Organizational Environment and Teacher Effectiveness.* The findings of the study were: (i) the percentage of the schools coming under the closed range was slightly higher than that of the open climate range. About ten out of fifty schools had autonomous climate, nine controlled climate, three familiar climate and five paternal climate (ii) there was no sex difference as far as the school climate was concerned (iii) open school environment produced very favourable attitude towards the teacher whereas familiar environment produced the least favourable attitude towards the teachers (iv) different organizational environment did not produce significant difference in the pupils attitude towards their schools but they produce significant difference in the pupils scholastic achievement. The scholastic achievement was the maximum where the environment was open and familiar and the least where the environment was controlled and paternal. Closed and autonomous environments were moderately and equally suitable for scholastic achievement (iv) out of 10 personal values, only social values differed significantly in the six different organizational environments (vi) open, autonomous and controlled environments were more favourable for the teacher's effectiveness than the other categories of environment (vii) organizational environment was significantly and positively related to the pupils, attitude towards the teachers (viii) organizational environment was significantly and positively related to scholastic achievement but its relationship with pupils attitude towards the school was not significant. However, it was positively and significantly related to social environment and composite teacher effectiveness.

Singh, S. (1985) conducted a research on *A Study of School Climate, Leadership Behaviour and Moral Development of the Heads of Elementary and Secondary Schools*. The objective was to determine the patterns of organizational climate, leadership behaviour and moral development in the elementary and secondary schools, and to examine school to school differences. The findings revealed that elementary and secondary schools were found to be similar in teacher's behaviour in task oriented situation, teacher's thinking with regard to their principals and principal's efforts to move the organization. The leadership behaviour of the two types of schools did not differ.

Veeraraghwan, V. (1986) conducted *A Comparative Study of Organizational Climate, Leadership Adaptability and Teacher Effectiveness in High, Average and Low Performing Schools.* The major objectives of the study were (i) to find out whether there was any variation in the organizational climate that existed in the high, average and low performing schools (ii) whether teacher effectiveness varied amongst the high, average and low performing schools (iii) whether there were typical factors underlying teacher effectiveness (iv) whether job satisfaction amongst teachers and leadership adaptability in schools varied in terms of high, average and low performing schools. No significant results were reported to explain the phenomenon of high performance.

Vilaichone (1987) conducted a study on *The Organizational Climate of Elementary Schools in Thailand,* with enrolment of 300 students or less, and then these of more than 300 students. He chose on principal, two randomly selected teachers from 50 randomly selected small schools, and 50 randomly selected large schools. The findings indicated that principals in small and large schools perceived the organizational climate of the schools to be significantly different from the perception of the teachers in small

and large schools. Secondly, principals and teachers in small schools perceived that organizational climate of the schools to be significantly different from the perception of the principals and teachers in large schools. The hindrance, esprit, and thrust means for the large schools were significantly greater than the correspondence means for small schools.

Wright (1988) conducted a study on *Teacher Perceptions of Organizational Climate and the Rating of Wyoming Elementary Schools Principal on selected leadership behaviours.* The major findings of the study were: (i) there was significant difference between the organizational climate scores of sample schools (ii) schools with less than 200 students received the lowest scores in school climate regardless of the ratings of the principal on identified leadership behaviours. (iii) principals who were rated higher by their teachers in 'supports teachers', 'emphasizes achievement', and 'provides orderly atmosphere', received higher scores on school climate as determined by the general openness scores of school climate, and (iv) female administrators received higher school climate scores than their male counterparts when general openness scores were used as the dependent variable in leadership behaviours of female administrators also received consistently higher scores than males when school climate subtest scores for characteristics of the principal were used as the dependent variable on the rating for 'provides orderly atmosphere'.

Turan, S. (1988) conducted a study on *The Relationship between Organizational Climate and Organizational Commitment in Secondary Public Schools in the City of Bursa in Turkey.* In his study examined the relationship between organizational climate and organizational commitment of teachers in Secondary Public Schools in the city of

Bursa in Turkey and reported the existence of the significant positive relationship between overall organizational climate of the school and the teachers' organizational commitment. The study concluded that there is significant relationship between organizational climate of the school and the teachers' organizational commitment.

Chakraborti, M. (1990) conducted a research on *A Study of Organizational Climate of Secondary Schools in West Bengal and Its Correlation with other Relevant Variables.* He attempted to study the organizational climate of secondary schools in West Bengal and its correlation with other relevant variables and found that the paternal climate was the most frequently perceived climate (29.55%) followed by controlled (20.45%), familiar (15.91%), open (12.12%), autonomous (11.36%) and closed(10.61%) climates respectively. Further significant and positive correlations were found between the school organizational climate and the leadership behaviour of the principal, the job satisfaction of the teacher and school effectiveness.

Hoy, Tarter, & Bliss (1990) studied on the topic *Organizational Climate, Health, and Effectiveness: A Comparative Analysis.* The theory-driven Organizational Health Inventory (OHI) was compared to the empirical derived Organizational Climate Description Questionnaire (OCDQ-RS) in predicting student achievement and teacher's commitment to the school. It was found that after controlling for the socio-economic status of 58 secondary schools in the sample, only academic emphasis, a sub-test of the OHI, made a significant contribution to the student achievement. While both instruments predicted commitment, the OHI explained more of the variance. The findings and suggested that, at best, the influence of the principal is indirect on school achievement but direct on commitment.

Ahluwalia & Ahluwalia (1990) conducted a *Comparative study of organizational climate of schools of Delhi.* This study included four public schools, four central schools of six government schools. The findings of this study reveal that paternal climate was popular in central schools, whereas government schools had closed climate except one government school, which had control climate. Two public schools had open climate and two public schools had controlled climate. Thus, organizational climate of different schools was different from each other.

Solanki (1992) conducted a research on *A Study into Relationship between* Educational Management *and Organizational Climate of Secondary Schools of Saurasthra Region.* He found that the organizational climate of secondary schools appeared to be independent of organizational management, place of school and sex of the student population. There was a relationship between resource management and the organizational climate of the secondary schools.

Sebastian, S. (1993) conducted a studied on *Organizational Climate of Schools in Tamil Nadu: Impact of Headmaster's Power Behaviour.* The sample included schools and three districts. The study concluded that coercion and influence were inversely related i.e. coercion was positively related to conflict and negatively related to open school climate, whereas influence was positively related to open climate while authority was related only marginally either to open or close climate.

Sutherland (1994) conducted a study on *Teachers' Perception of School Climate.* A study was done to determine teachers' perceptions of the characteristics of a good school climate. A questionnaire 'Teacher Perception Scale' was given to all 150

teachers in a school district, consisting of four elementary schools and one junior high school, in the south suburban area of Chicago (Illinois). Fifty one randomly selected questionnaires were studied. The majority of teachers agreed that the characteristics of favourable school climate, such as respect, trust, nurturing, and caring, high morale, and academic development, are present in their schools. Eighty two percent liked the school in which they work. Sixty six percent trusted the people with whom they work. Eighty four percent of the teachers agreed that they know a lot about the school in which they work. Seventy percent felt that they were a part of the school in which they work. Results are analysed by gender and years of teaching experience. The study concludes that respondent have an attitudinal receptiveness to improving the organization in which they work, and therefore school district should move forward in school reform rewards.

Patel, R. (1994) conducted *A study of Organizational Climate of Higher Secondary Schools.* The sample of the study included girls, boys and co-educational schools of urban as well as rural areas of Gujarat. The investigation revealed that the girls' school were having open climate whereas the boys schools had mostly closed climate. The percentage of familiar, controlled and open climate was found more in case of large size schools.

Vernon, S, A. (1995) conducted a study of *Organizational Climate and Teachers' Job satisfaction in a Multi-Cultural Milieu: The Case Study of the Bedouin Arab Schools in Israel.* The sample of 373 teachers was drawn from them. The result of this study revealed that whilst the leadership of the principal was the dominant factor in determining the organizational climate within these schools, after factors included

considerations of teaching load, levels of autonomy, qualities of schools resources, and the nature of relationships among teachers.

Naseema, C (1997) conducted a studied on *Organizational Climate of schools in Kerala.* The sample of the study included fifty schools. The study revealed that school climate in Kerala varied from school to school. No significant difference was found to exist with regard to percentage of school climate between rural urban and private government schools.

Krishnan, S. (1997) conducted a study on *Organizational Climate of Schools – A Study.* The findings of the study revealed that teachers working in high controlled climate schools affected the organizational climate more than those who were working in low controlled climate teachers working in different types of schools i.e. boys, girls and co-educational differed significantly in their organizational climate score.

Fisher, G. (1998) conducted *a study* on *To investigate teacher's perceptions of their schools and work environments.* The sample consisted of 162 teachers from 48 schools in the State of Tasmania, Australia. The findings of the study indicated that there were clear patterned relationships between teachers' images of their schools and their perception of work environment. The notable conclusion was that the positive school climate is one in which teachers perceived that they enjoy a good rapport between themselves and students, feel accepted by their colleagues, are encouraged and helped to further their professional development are relatively free of formal constraining rules and close supervisory practice have opportunities to participate in decision-making, judge that the school is in favour of planned change, experimentation and

individualization have access to adequate resources and are not subject to excessive work pressure. Therefore, the researchers concluded that the school with its various staff should work as a family or a team to achieve the satisfaction of all its members.

Kaisnath, H. M. (2000) conducted a study on *A Study of Students Adjustment and Its Relations to Organizational Climate in Jawahar Navodya Vidyalayas.* The findings of the study concluded that organizational climate of Jawahar Navodya Vidyalyas and emotional adjustment, social adjustment, and educational and total adjustment were dependent on each other. Students studying in JNVs with open climate were emotionally, socially, educationally and totally better adjusted than students studying in JNVs with controlled climate.

Natarajan, R., Dhandapani, C. (2002) conducted a study on *Organizational Climate and Job Satisfaction of Teachers in Schools.* The findings were 1) the higher secondary schools of were found to have all the six types of climates viz. open, autonomous, familiar, controlled, paternal and closed (ii) open climate was found in more number of private schools and familiar climate was found in government school (iii) there exist a significant difference in the job satisfaction between male and female teachers. The female teachers are enjoying more job satisfaction (iv) the married and unmarried teachers do not differ in their job satisfaction and also no significant difference was found among rural and urban teachers in their job satisfaction (v) there exist no significant relationship among the teachers in respect of their location of work, and type of school in marital status, location of work which they work with job satisfaction (vi) the teachers working in the open climate are enjoying very high level of job satisfaction.

Mehrotra, A. (2004) conducted a study on *A Comparative Study of Leadership Styles of Principals in relation to Job Satisfaction of Teachers and Organizational Climate of Government and Private Schools of Delhi.* The sample included 28 government and 28 private senior secondary schools of Delhi. The major findings of the study were (i) the principals of government and private schools manifest different leadership styles. (ii) Majority of the government and private schools had autonomous climate. However controlled and closed climate was exhibited by equal number of government schools (10.71% each). On the other hand in private schools merely 8.92% showed closed climate. (iii) No significant relation was found between leadership styles of principals and the organizational climate in government as well as private schools.

Sumanlata (2005) conducted a research on *A Study of Educational Attainment as a Function of School Organizational Climate.* The findings revealed that a perusal of the differentials between the means on the educational attainment of pupils of different school climates, namely open, autonomous, familiar, controlled paternal and closed indicates that relative significant difference have been obtained except between autonomous and closed type of school climate between familiar type of climate and controlled type of school climate which is not having significant difference between the mean and the highest difference has been found between educational attainment of pupils of the open type of school climate and educational attainment of pupils in closed type of school climate. The difference between the means of educational attainment of pupils in paternal type of school climate and closed type of school climate and between paternal type of school climate and autonomous type of school climate have been found

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significant. The other means of educational attainment of different school climate lie in between these two extremes.

Garg, P & Rastogi, R. (2006) conducted a study on *Climate Profile and Organizational Citizenship Behaviours (OCBs) of Teachers in Public and Private Schools in India.* The sample comprised of 100 teachers, out of which 50 teachers were from public schools and 50 were from private schools. Following data collection significant differences regarding climate profile and OCBs were examined by using t-test. The finding indicated significant differences in the climate profile of public and private schools. Also, there is a significant difference in the exhibition of citizenship behaviours of teachers working in

Ilhan (2007) conducted a study on *School Climate and Teacher's Perceptions on Climate Factors: Research into nine Urban High Schools;* found that all the teachers reported open climate relation to the team commitment, organizational clarity and standards, intimacy and support, autonomy, member conflict, medium climate in relation to the factors of risk and in reward.

Gul, H. (2008) conducted a study on *Organizational Climate and Academic Staff's Perception on Climate Factors.* This study aimed to find out how managers and Academicians working in the organization perceived their organization and how they responded to the variations arising from climate changes in the organization. The data were collected from 146 academicians by Kocaeli University Organizational Climate Questionnaire (KUOCQ) measuring five factors- 'rules and discipline', 'democracy', 'social and cultural factors', 'organizational image' and 'organizational goals.' The finding showed that there was a significant difference in five dimensions between

academicians those who were in the post management and those who were not managers scored more than the rest. Moreover, the findings showed that 'gender' and 'academic title' were not important in the perception of organizational climate.

Honingh & Oort (2009) conducted a study on *Teachers' Organisational Behaviour in Public and Private Funded Schools on the Dutch Vocational Education and Training (VET) Sector.* A percentage of all middle managers on publicly and privately funded schools (72% and 43% respectively) distributed self-report questionnaire to their teachers measuring teachers' attitudes, sense of identification and perception of the school climate. The sample consisted of 705 teachers in publicly funded schools and 25 teachers in privately funded schools. Data were analysed through multilevel analysis accounting for the dependency of teachers working with the same teaching unit. The analyses (the findings) shows that teachers in publicly funded schools report less curriculum-oriented attitudes, a lower sense of identification, and perceive a less supportive climate than teachers in privately funded schools. The paper clearly indicates differences in teacher's organisational behaviour in publicly and privately funded schools.

Keyser, S. (2009) has conducted a study on *Seeking the Sense of Community: A Comparision of Two Elementary School's Ethical Climates.* This study compared the school climate of two elementary schools, one urban and on suburban, by measuring 179 fourth and fifth grade students and 65 teacher's perceptions of their school's ethical climate. While urban and suburban schools reported positive perceptions of school culture by students and teachers, the urban teachers were significantly less positive than their suburban peers in 'student to teacher/learning environment' and 'student to

student' interactions, and also significantly less positive than their urban students. Results emphasize the importance of evaluating the culture of the schools in an intentional, thorough manner by asking all groups for perceptions of school climate and utilizing what is uncovered to strengthen the sense of community.

Kumar (2010) conducted a research on *A Study of Group Differences in the relationship between Organizational Climate Perception and Teaching Competence of Primary School Teachers.* This study is an attempt to estimate the role of organizational climate perception in determining the teaching competence primary school teacher. The sample of the study consisted of 242 primary school teachers. Two newly constructed tools were administered on the sample for the collection of data. The results of the study indicated significant influence of organizational climate perception on teaching competence of primary school teachers. Results indicated significant relationship between 'Teaching Competence' and 'Organizational Climate Perception' among primary school teachers for the total sample and for relevant sub samples. Except for the correlations obtained between the samples based on teacher's educational qualification as P.G, B. Ed, and T.T.C, all other variables selected for the study have no influence on the degree of relationship between organizational climate perception and teaching competence.

Memduhoglu, S. (2011) conducted a study on *Organizational Climate of Primary Schools in the view of Teachers.* The research was applied to 305 teachers who work at primary school in Van City Centrum, Turkey. The research data were obtained with Organizational Climate Scale at School that was formed by researchers via adapting the organizational climate scales to primary schools that was developed by Bilir (2005). In

this study, it was concluded that teachers have medium-level perception towards school climate in primary schools.

Babu, A. & Kumari, M. (2013) examined the type of organizational existing in different types of school (50 elementary teachers from government schools and 50 from private schools) of Koderma district of Jharkhand. Analysis made it evident that open climate exists in government schools and closed climate exists in private schools.

Selamat N. (2013) conducted a study on *'The Impact of Organizational Climate on Teacher's Job Performance'.* The main objective of the study was to examine the influence of organizational climate on teacher's job performance. 37 secondary school teachers in the district of Klang, Malaysia participated in this study. Simple random sampling was used for the study. The findings of the study showed that teachers in a secondary school were unable to carry out their tasks and the organizational climate in the school was unhealthy. The study also showed that organizational climate was found to be a significant fact, or that could affect teacher's job performance. In terms of organizational dimensions, one aspect of principal's leadership behaviour and teacher's behaviour: thrust and hindrance were found to be critical factors in enhancing teacher's job performance. The findings of this study have implications to the role of principal in exercising positive job behaviour and do not over emphasize on paper work as it would belief teacher's classroom instruction and student's academic achievement.

Burns & Machin (2013) conducted a study on the topic entitled *Employee and Workplace Well-Being: A Multi-Level Analysis of Teacher Personality and Organizational Climate in Norwegian Teachers from Rural, Urban, and City Schools.*

This study addressed the extent to which organizational climate and individual and organizational well-being outcomes vary between schools in rural, urban, and city locations. Participants were predominantly female (68%), age 45+ years (63.2%) and reported 20+ years of teaching experience (51%). Teachers from rural schools reported smaller students and teacher numbers, a more positive organizational climate and better organizational well-being. Multi-level analysis, with teachers grouped within school location, indicated that personality is most strongly associated with employee well-being, and organizational climate most strongly related to school morale and distress. Schools in rural location are smaller and possess workplace climates that are conducive to positive in the workplace, and subsequently better workplace well-being outcomes.

Ahmet, A. (2014) conducted a study on *Investigation of Teacher's Perceptions of organizational Citizenship Behaviour and Their Evaluation in Terms of Educational Administration.* Descriptive survey method was used in the research. The data of the research were obtained from 1,613 teachers working in public and private schools subjected to Ministry of National Education in Uskudas District of Istanbul province in 2014. In this study, data were obtained from the "Personal Information Form" developed by the researcher and from the "Organizational Citizenship Scale." According to research results, teachers had a high level positive opinion with regard to organizational citizenship behaviours. The opinions of the respondents varied significantly according to gender, professional seniority, state of education, and the working time at school where they worked. High level of organizational citizenship behaviours in the school will affect

education activities in positive way; contribute in generating a healthy school climate and influence students' success in positive way too.

Gupta & Goel (2014) conducted a study on *Organizational Climate of Residential and Non Residential Schools: A comparative Study.* The present study was conducted to compare the organizational climate as perceived by teachers working in different types of the schools. Descriptive survey method was used for the study. The sample consisted of 30 schools selected out of 1500 CBSE affiliated schools located in Haryana through random sampling technique. Findings of the study indicate that organizational climate is significantly different in residential and non residential schools. Moreover, residential school teachers perceived the organizational climate of their school as better one. The study further revealed that levels of disengagement and alienation are significantly found higher in non residential schools.

Rani, R & Rani, P. (2014) conducted a study on *Influence of Organizational Climate of Elementary Schools on Job Satisfaction of Elementary Teachers.* The sample was drawn of 100 elementary school teachers by using Random Sampling Technique from Rohtak District, Haryana. The findings of the study shows that organizational climate of elementary schools is negligibly correlated with job satisfaction. This correlation shows that the job satisfaction of elementary teachers is not affected by organizational climate. The study also reveals that there is no correlation between the organizational climate of elementary schools and job satisfaction of female teachers.

Waruwu, B. (2015) conducted a study on *the Correlation between Teachers Perceptions about Principals Emotional Intelligence and Organizational Climate and Job*

Satisfaction of Teachers of State Senior High School in Gunungsitoli Nias, Indonesia. Techniques of data analysis used were description and inferential analysis correlation and aggression analysis. The result showed that teachers' perceptions about principals' emotional intelligence, organizational climate, and job satisfaction of teachers were in the enough categories. There is significant correlation between teachers' perceptions about principals' emotional intelligence and job satisfaction of teachers, with correlation of coefficient was 0.6482. There is a significant correlation between organizational climate and job satisfaction of teachers, with correlation of coefficient was 0.4920.

Tran (2015) conducted a study on *Effects of Gender on Teacher's Perceptions of School Environment, Teaching Efficacy, Stress, and Job Satisfaction.* This study investigates how teachers' perceptions of school environment factors, teaching efficacy, teaching stress, and job satisfaction are determined whether gender was a differentiating factor. 387 Vietnamese Junior High School teachers completed one questionnaire for four sections about school-level environment, teaching efficacy, teacher stress, and job satisfaction. The results reveal that most of these teachers had high perceptions of school-level environment factors, teaching efficacy, job satisfaction and teacher stress (classroom stress and workload stress). Result also show that statistically significant differences were found between females and males on the mean scores of school-level environment factors, teaching efficacy, stress, and job satisfaction. Female teachers scored higher than male teachers did on stress while male teachers scored higher than female on school-level environment factors, teaching stress, and job satisfaction. Male teachers with less stress had higher perceptions of school-level environment factors, higher teaching stress and higher job satisfaction,

whereas female teachers with greater stress had lower perceptions of school-level environment factors, lower teaching efficacy, and lower job satisfaction.

Ghavifeks & Pillai (2016) conducted a study of *the relationship between schools organizational climate and teacher's job satisfaction: Malaysian experience.* A quantitative survey method was applied, and three broadly hypothesized relationships were tested with a sample of 245 teachers from six government secondary schools in district of Penampang, Sabah, Malaysia. The findings indicated that there is a significant positive relationship between school organizational climate and teacher's job satisfaction. This study found that there is no significant difference in levels of job satisfaction between the teacher's gender (male and female). Based on the years of service in their current schools, there was a statistically significant different in the level of job satisfaction among the teachers.

Sharma (2016) conducted a *study of teachers' morale in relation to organizational climate of government and private secondary schools.* For this purpose, a sample of 240 teachers from 24 government and private secondary schools was selected randomly. The obtained data were analysed by using Person's Product Moment Correlation Method to examine the relationship between teacher morale and organizational climate of government and private secondary schools. The study revealed that there was positive and highly significant correlation between teacher morale and organizational climate of government and private secondary schools.

CHAPTER III

METHODOLOGY

The research design is the skeleton that gives the necessary strength and shape to any research study. In this chapter, a detailed account of the methodology and procedure of conducting the present study is given.

A well thought out plan of action in advance followed by a systematic execution bring out an effective result. Keeping in view the nature of the present study, procedures adopted to tackle the present problems of the study was planned. There are many research tools and methods, but the researchers are required to make a wise and judicious choice and should select only those that may be suitable to meet the requirements of the study.

Research methodology is a way to find out the result of a given problem on a specific matter or problem that is also referred as research problem. Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigm, theoretical model, phases, and quantitative or qualitative techniques.

The present chapter embodies the research method, sampling procedure, research tools, collection of data, and statistical techniques.

3.1 Method of study

This study aims to explore the perception of teachers on the elementary schools of English and Mizo medium schools in Aizawl City. Considering the nature of the required data, a descriptive survey method has been adopted. The descriptive method tries to find out the present status of the phenomena under study. The present study comes under the category of survey research. The survey method is primarily concerned with the present status of affairs; it can cover past events, and influence the future as well. The elementary schools run by the state government (i.e. Mizo medium schools) and a purely private elementary school that is run by the private enterprises (i.e., English Medium schools) are selected for the representative groups. It attempts to relate demographic and professional variable to psychological aspect like perception of teachers.

3.2 Population of the study

The population on this study include all the elementary schools in Aizawl city, and all the teachers who are working in these elementary schools in Aizawl City.

3.3 Sample of the study

Stratified random sampling is used for selecting the sample of the study. The schools and teachers were selected randomly. Each member of the population has equal chance of being selected to be in the sample. In this study, 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 managed by purely private enterprises.

The sample of the study comprised of 150 school teachers in Aizawl city. Out of this, 72 teachers are from English medium and 78 teachers are from Mizo Medium. Out of 425 elementary schools in Aizawl city, 30 schools are participated in the study.

Table – 3.3.1 Distribution of sample of elementary schools in Aizawl city (English medium and Mizo medium elementary schools)

Type of Schools	Frequency	Percentage
English Medium	72	48.00
Mizo Medium	78	52.00
Total	150	100.00

The above table (3.3.1) illustrates the type of schools to which the teachers belong. 48.00% of the respondents belong to English Medium schools and 52.00% of the respondents are from Mizo medium.

3.4   Tool used for data collection

Organizational Climate Scale (OCS) developed by Sanjoy Pathe, Sushama Chaudari, and Upinder Dhar (2001) was used 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.

Reliability

The reliability of the scale was determined by calculating reliability coefficient on a sample of 205 subjects comprised of executives and supervisors. The split half reliability coefficient was 0.87.

Validity

Besides face validity, as all items were related with the variable under focus, the scale has high content validity. It is evident from the assessment of judges/experts that items of the scale are directly related to the concept of organizational climate. In order to find out the validity from the coefficient of reliability, the reliability index was calculated, which indicated high validity on account of being 0.93.

Demographic data consists of biographical information regarding name, age, sex, name of school where they work, teaching experience, which give a vivid picture of demographic and professional variables taken for the study.

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'.

The questionnaire covers four (4) factors of organizational climate such as (1) Results, Rewards, and Interpersonal Relations. (2) Organizational Processes. (3) Clarity of Role and Sharing of Information, and (4) Altruistic behaviour. Factor I is measured by items 2, 3, 4, 5, 10, 11, 12, 14, and 15. Factor 2 is measured by items 13, 16, 17, 18, 19, 20, 21, and 22. Factor 3 is measured by items 6, 7, 8, and 9. Factor 4 is measured by item 1.

The four factors of organizational climate scale are as follows-

Table – 3.4.1   Description of organizational climate scale

Factors	Name of Factors	Item number	No of Items	percentage
1	Results, Rewards, and interpersonal relations.	2,3,4,5,10,11,12,14,15	9	48.1
2	Organizational Processes	13,16,17,18,19,20,21,22	8	8.0
3	Clarity of Roles and Sharing of Information	6,7,8,9	4	6.0
4	Altruistic Behaviour	1	1	4.7
	Total items		22	

Description of the tools: There are four factors in this scale such as –

1. **Results, Rewards and Interpersonal Relations: -** Results refers to the teachers in this school organization are evaluated by the results they achieve. Rewards means the teachers in this school organization are given recognition of their services, achievements, hard work, etc and merit is rewarded. Interpersonal Relations refers to the teachers in this school share pleasing relations, the performance of the teacher is recognize, superiors develop friendly relations with their subordinates, teachers are encouraged and supported for doing new tasks, and creative climate is allowed to sustain in the organization.

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2. **Organizational processes: -** Organizational process refers to the communication channels in this school organization are open for teachers working in different functional areas in this school organization, teachers in this school organization trust each others' ability, the younger teachers has a learning experience with senior teachers, all the teachers has fun to work in the school, different problems face by all the teachers are consulted before taking decision, and problems are dealt with empathy.

3. **Clarity of Roles and Sharing of Information: -** Clarity of roles refers to as roles of the teachers are clearly defined and constructive criticism is encouraged in this school organization. Sharing of information means, the teachers shared their problems with others, and new ideas are encouraged from teachers at all levels in the school organization.

4. **Altruistic Behaviour: -** Altruistic behaviour refers to the teachers in this school organization help each other in their jobs.

Factor 1, i.e., Results, Rewards and Interpersonal Relations is contributed by nine variables or items with a total factor load of 5.68346. This factor has covered 48.1 percent of the total variance. Factor 2, i.e., Organizational processes is contributed by eight items with a total factor load of 5.15152; it has covered 8.0 percent of the total variance. Factor 3, i.e., Clarity of Roles and Sharing of Information is contributed by four variables or items with a total factor load of 2.8775. The total variance percent covered by this factor is 6.0. The factor 4 i.e., Altruistic behaviour is contributed by one item with a total factor load of 0.75124 and it has covered 4.7 percent of variance.

3.5 Demographic data

Age : - Age is the time life when a person becomes qualified to assume certain civil and legal duties. Age influences the perceptions of an individual. One can find a marked difference in the opinions of younger and older generations in order to record the perceptions of the respondents according to their age; the collected data are sorted into different age-groups as presented in the following table.

Table 3.5.1   Distribution of sample of elementary school teachers of Aizawl city (Age wise distribution)

Age	Frequency	Percentage
Above 50	26	18.6
50-40	37	26.4
40-30	41	29.3
Below 30	36	25.7
Total	140	100

3.6   Procedure of data collection

Data collection of the present investigation was made on a sample of 150 English and Mizo medium elementary school teachers in Aizawl city. The investigator personally visited the institutions selected for the study and took the permission in advance from the Heads/Principals of each institution. The Organizational Climate Scale was administered to the teachers after explaining the purpose of the study. Though 160 copies of the questionnaire were distributed, only 150 were returned. This 150 response

sheets were used for analysis. The scores of the teachers were calculated and were tabulated with other relevant data.

3.7 Statistical techniques of data

The tabulated organizational climate scale was classified in accordance with the type of schools, gender and teaching experience of the teachers. For analyzing the data, the investigator employed the following statistical techniques:

1. Percentage.
2. Mean and Standard Deviation.
3. 't' test

A graphical representation (bar chart) was used to explain the findings.

CHAPTER IV

ANALYSIS AND INTERPRETATION

Chapter four consists of the results obtained from the survey instrument (questionnaire) and an analysis of the data. Descriptive (mean and standard Deviation) and inferential (t – test) statistics are presented for each research question. All results are presented in tabular form and are accompanied by a brief narrative. The mean scores have also been presented graphically in figure.

Data analysis is the process of systematically applying statistically and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. Interpretation is a search for broader meaning of research finding. It calls for a critical examination of the results of one's analysis in the light of all the limitations of the data – gathering.

Response Rate: - Data collection of the present investigation was made on a sample of 150 English and Mizo medium elementary school teachers in Aizawl city. The investigator personally visited the institutions selected for the study and took the permission in advance from the Heads/Principals of each institution. The questionnaire, Organizational Climate Scale was administered on teachers after explaining the purpose of the study. Though 160 copies of the questionnaire were distributed, only 150 were returned. This 150 response sheets were used for analysis.

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

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

In order to find out the perceptions of English medium elementary school teachers about their school organisational climate, the scores obtained from the organisational climate scale are analysed and interpreted in accordance with the norms provided in the manual of the organisational climate scale and the findings are presented in the following table 4.1.

Table 4.1: Perceptions of teachers on the organisational climate of elementary English medium schools in Aizawl city.

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

The mean and standard deviation of 72 respondents of English medium elementary school teachers on the four factors of organisational climate scale were computed to determine their perceptions on school organizational climate. The perceptions of English medium elementary school teachers on the different factors of organisational climate, namely; Factor 1, i.e., Results, Rewards and Interpersonal Relations, Factor 2, i.e., Organisational Processes, Factor 3, i.e., Clarity of Roles and Sharing of Information, and Factor 4, i.e., Altruistic Behaviour are presented in table 4.1.

The given table 4.1 reveals that, the mean scores of English medium elementary school teachers in factor 1, i.e., Results, Rewards and Interpersonal Relations of Organizational Climate was 44.32, this shows that, the teachers of English medium elementary schools perceived their school organizational climate in results, rewards and interpersonal relations was found out to be favourable. In factor 2, i.e., Organizational Processes, the mean scores was 39.49, which shows that the teachers perceived their school organisational processes as favourable. The mean scores in factor 3, i.e., Clarity of Roles and Sharing of Information was 19.44; these scores proved that clarity of roles and sharing of information among the teachers was found out to be favourable. The mean score in factor 4, i.e., Altruistic Behaviour was 5.93; their altruistic behaviour was favourable. The total mean scores of the perceptions of teachers on the organisational climate of English medium elementary schools are 109.61. With regards to the perceptions of English medium elementary school teachers on their total organisational school climate, it was indicated that the teachers perceived their school organisational climate as favourable, which is within the normal range.

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

In order to find out the perceptions of Mizo medium elementary school teachers about their school organisational climate the scores obtained from the organisational climate scale are analysed and interpreted in accordance with the norms provided in the manual of the organisational climate scale and the findings are presented in the following table 4.2.

Table 4.2: Perceptions of teachers on the organisational climate of elementary Mizo medium schools in Aizawl city.

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

The mean and standard deviation from 78 respondents of Mizo medium elementary school teachers in Aizawl city on the four factors of school organisational climate scale were computed to determine their perceptions of school climate. The perceptions of Mizo medium elementary school teachers on the different factors of organisational climate, namely; Factor 1 – Results, Rewards and Interpersonal Relations, Factor 2 – Organisational Processes, Factor 3 – Clarity of Roles and Sharing of Information, and Factor 4 – Altruistic Behaviour are presented in table 4.2.

From the given table 4.2, it is evident that the mean scores of Mizo medium elementary school teachers in factor 1, i.e., Results, Rewards and Interpersonal Relations was 45.29, this shows that, the teachers of Mizo medium elementary schools perceived their school organizational climate in Results, Rewards and Interpersonal Relations was found out to be favourable. In factor 2, i.e., Organizational Processes, the mean scores was 40.65; which shows that the teachers perceived their school organisational processes as favourable. The mean scores in factor 3, i.e., Clarity of Roles and Sharing of Information was 20.76; these scores proved that clarity of roles and sharing of information between the teachers was found out to be favourable. The scores in factor 4, i.e., Altruistic Behaviour are 5.56; their altruistic behaviour was favourable. The total mean scores of the perceptions of teachers about their organisational climate of Mizo medium elementary schools are 112.47. With regard to the perceptions of Mizo medium elementary school teachers on their total organisational school climate, it was indicated by this study that the teachers perceived their school organisational climate as favourable, which is within the normal range.

4.3. 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.

In order to compare the perceptions of school organizational climate between teachers of English and Mizo medium elementary schools in Aizawl city the following hypothesis was formulated.

Hypothesis 1: There is no significant difference between the perceptions of English and Mizo medium elementary school teachers on the organizational climate of Aizawl city on their organizational climate.

The difference in the organisational climate of elementary schools of English and Mizo medium teachers in Aizawl city were compared. For this objective, the mean and standard deviation of the two scores were calculated.

4.3.1 Objective 3 (a): To compare the perceptions of English and Mizo medium elementary school teachers on the organizational climate of Aizawl city.

For this sub section of the given objective, the mean and standard deviation of the scores of English and Mizo medium elementary school teachers of Aizawl city on the school organizational climate were calculated, which are given in table 4.3 and figure 4.1.

Table 4.3: Comparison of the perceptions of English and Mizo medium elementary school teachers on their 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	$1.12^{(NS)}$

NS - Not Significant
*-   Significant at 0.05 level
**- Significant at 0.01 level
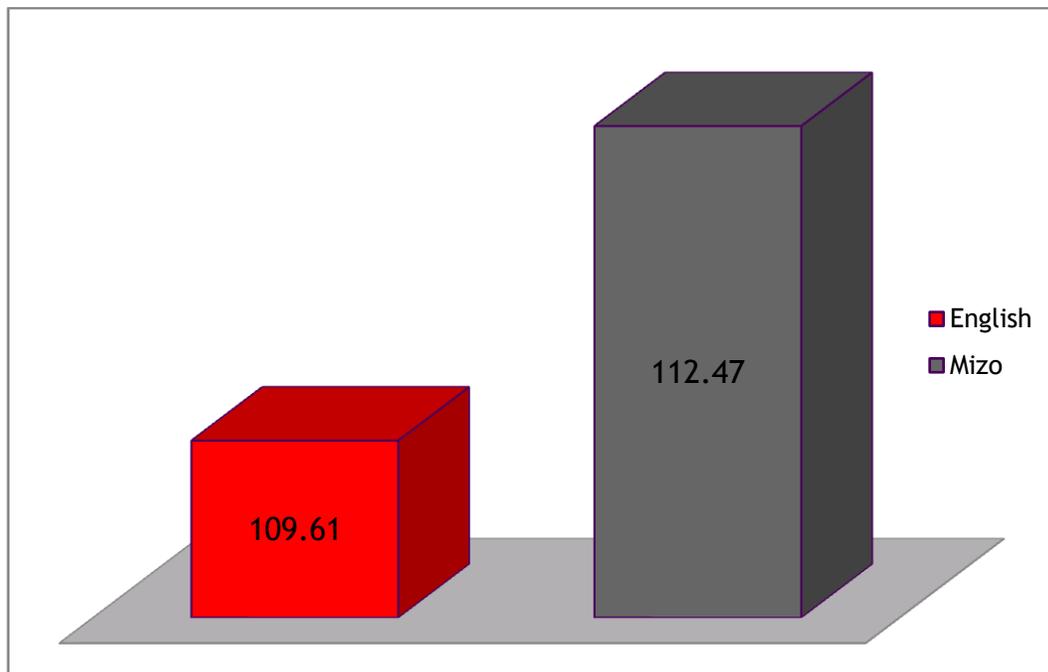
Figure 4.1: Comparison of the perceptions of English and Mizo medium school teachers on their school organizational climate.

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As depicted in the given table 4.3 and figure 4.1, it can be seen that there is no significant difference between the total mean scores of 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 is no significant difference between the perceptions of teachers on the organisational climate of English and Mizo medium elementary schools in Aizawl city. Therefore, the null hypothesis is accepted.

4.3.2 Objective 3 (b): To compare the perceptions of English and Mizo medium elementary school teachers in Factor – 1 of School organizational climate i.e. results, rewards and interpersonal relations.

For this sub section of the given objective, the mean and standard deviation of the two scores were calculated, which are given in table 4.4 and figure 4.2. In order to find out the perceptions of English and Mizo medium school teachers about the Results, rewards and Interpersonal Relations, the scores obtained from the organisational climate scale are analysed and interpreted in accordance with the norms provided in the manual of the organisational climate scale and the findings are presented in the following table 4.4.

Table 4.4: Comparison of the perceptions of English and Mizo medium elementary school teachers in Factor - 1 of school organizational climate i.e. results, rewards and interpersonal relations.

Factors of organizational climate	ENGLISH MEDIUM SCHOOL TEACHER (N=72)		MIZO MEDIUM SCHOOL TEACHERS (N=78)		t-value
	Mean	S. D.	Mean	S. D.	
Results, Rewards and Interpersonal relations	44.32	8.85	45.29	8.88	0.46[(NS)]

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

Figure 4.2 : Comparison of the perceptions of English and Mizo medium school teachers in Factor - 1 of school organizational climate i.e. results, rewards and interpersonal relations.

From the given table 4.4 and figure 4.2,it was found that for factor 1, i.e., Results, Rewards and Interpersonal Relations – the mean score of English medium elementary school teachers was 44.32 and Mizo medium elementary school teachers was 45.29. This shows that there is no significant difference between the total mean scores of English and Mizo medium school teachers in factor 1, i.e., results, rewards and interpersonal relations. Therefore, for Factor – 1 of school organizational climate, i.e. results, rewards and interpersonal relations, null hypothesis is accepted.

4.3.3. Objective 3(c): To compare the perceptions of English and Mizo medium school teachers in Factor - 2 of school organizational climate i.e. organizational processes.

This sub section includes comparison of factors of school organizational processes between English and Mizo elementary school teachers of Aizawl city.

Table 4.5 : Comparison of the perceptions of English and Mizo medium elementary school teachers in Factor - 2 of school organizational climate i.e. organizational processes.

Factors of organizational climate	ENGLISH MEDIUM SCHOOL TEACHERS (N=72)		MIZO MEDIUM SCHOOL TEACHERS (N=78)		t-value
	Mean	S. D.	Mean	S. D.	
Organizational Processes	39.49	8.51	40.65	8.06	0.63[(NS)]

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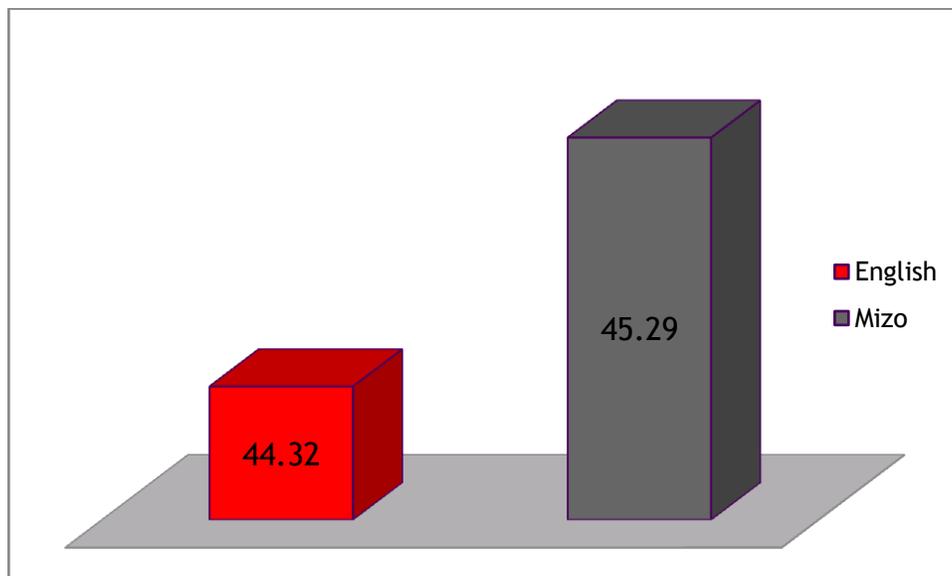**- Significant at 0.05 level*
**- Significant at 0.01 level

Figure 4.3: Comparison of the perceptions of English and Mizo medium elementary school teachers in Factor - 2 of school organizational climate i.e. organizational processes.

From the given table 4.5 and figure 4.3, it was found that in factor 2, i.e., Organizational Processes – the mean score of English medium elementary school teachers was 39.49 and Mizo medium elementary school teachers was 40.65. The t-value of 0.63 at both 0.05 and 0.01 level is found to be not significant. This shows that there is no significant difference between the mean scores of English and Mizo medium elementary school teachers in Factor- 2 of school organizational climate i.e. Organizational Processes. Therefore, for Factor- 2 of school organizational climate i.e. Organizational Processes, null hypothesis is accepted.
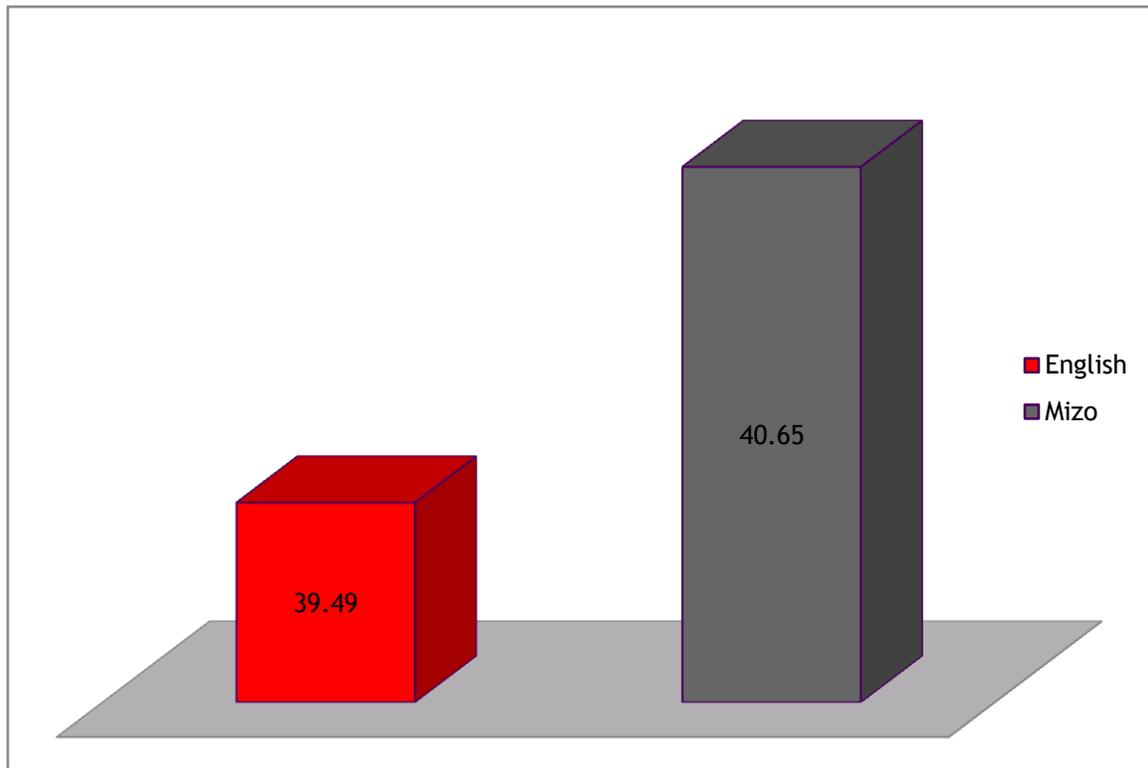
4.3.4 Objective 3 (d): **To compare the perceptions of English and Mizo medium elementary school teachers in Factor - 3 of school organizational climate i.e. clarity of roles and sharing of information.**

This sub section includes comparison of factors - 3 of school organizational climate i.e. clarity of roles and sharing of information between English and Mizo elementary school teachers of Aizawl city. The mean and standard deviation of the two scores were calculated, which are given in table 4.6 and figure 4.4.

Table 4.6: Comparison of the perceptions of English and Mizo medium elementary school teachers in Factor - 3 of school organizational climate i.e. clarity of roles and sharing of information.

Factor of organizational climate	ENGLISH MEDIUM SCHOOL TEACHERS (N=72)		MIZO MEDIUM SCHOOL TEACHERS (N=78)		t-value
	Mean	S. D.	Mean	S. D.	
Clarity of Roles and Sharing of Information	19.44	4.65	20.76	3.77	1.90$^{(NS)}$

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

Figure – 4.4: Comparison of the perceptions of English and Mizo medium elementary school teachers in Factor - 3 of school organizational climate i.e. clarity of roles and sharing of information.

It can be observed from table 4.6 and figure 4.4 that in factor 3, i.e. Clarity of Roles and Sharing of Information of School Organizational Climate – the mean score of English medium elementary school teachers was 19.44 and Mizo medium elementary school teachers was 20.76. This shows that there is no significant difference between the total mean scores of English and Mizo medium elementary school teachers in Factor – 3 of school organizational climate i.e. clarity of roles and sharing of information. Therefore, for Factor – 3 of school organizational climate, i.e. clarity of roles and sharing of information, null hypothesis is accepted.
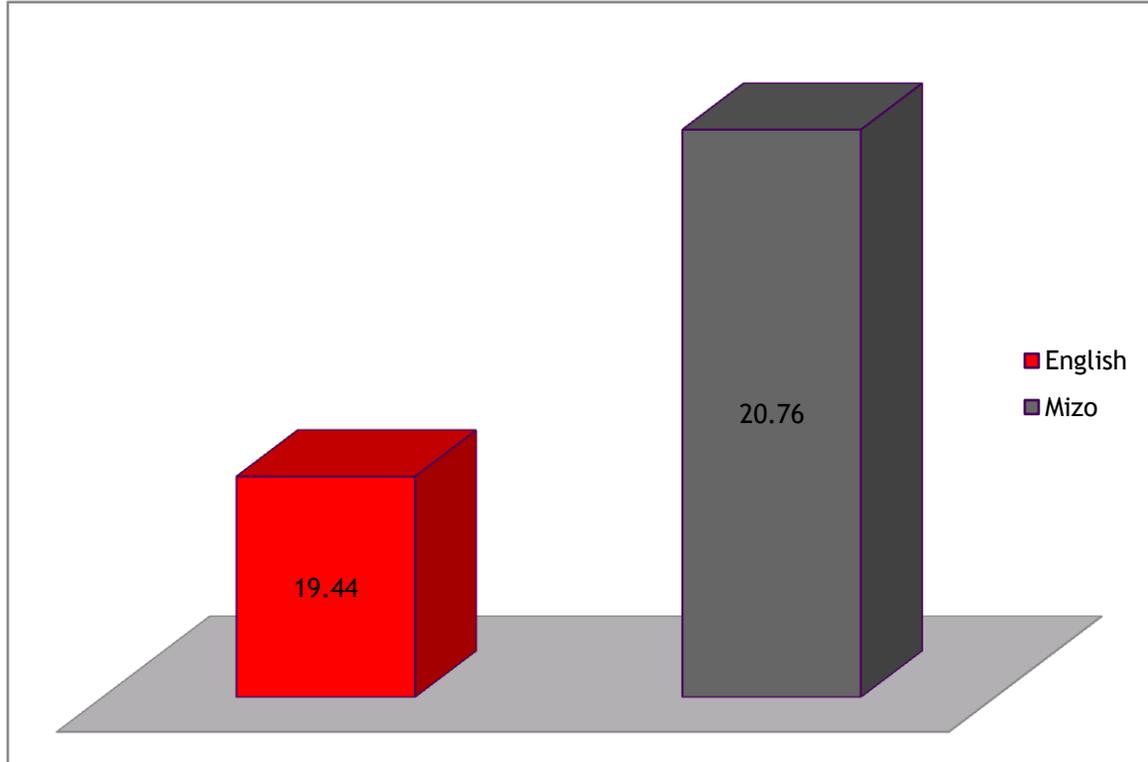
4.3.5 Objective 3 (e): To compare the perceptions of English and Mizo medium elementary school teachers in Factor - 4 of school organizational climate i.e. altruistic behaviour.

This sub section includes comparison of factors - 4 of school organizational climate i.e. altruistic behaviour between English medium and Mizo medium elementary school teachers of Aizawl city. The mean and standard deviation of the two scores were calculated, which are given in table 4.7 and figure 4.5.

Table 4.7: Comparison of the perceptions of English and Mizo medium elementary school teachers in Factor - 4 of school organizational climate i.e. altruistic behaviour.

Factor of organizational climate	ENGLISH MEDIUM SCHOOL TEACHERS (N=72)		MIZO MEDIUM SCHOOL TEACHERS (N=78)		t-value
	Mean	S. D.	Mean	S. D.	
Altruistic Behaviour	5.93	1.04	5.56	1.35	1.89(NS)

NS - Not Significant
*- Significant at 0.05 level
**- Significant at 0.01 level
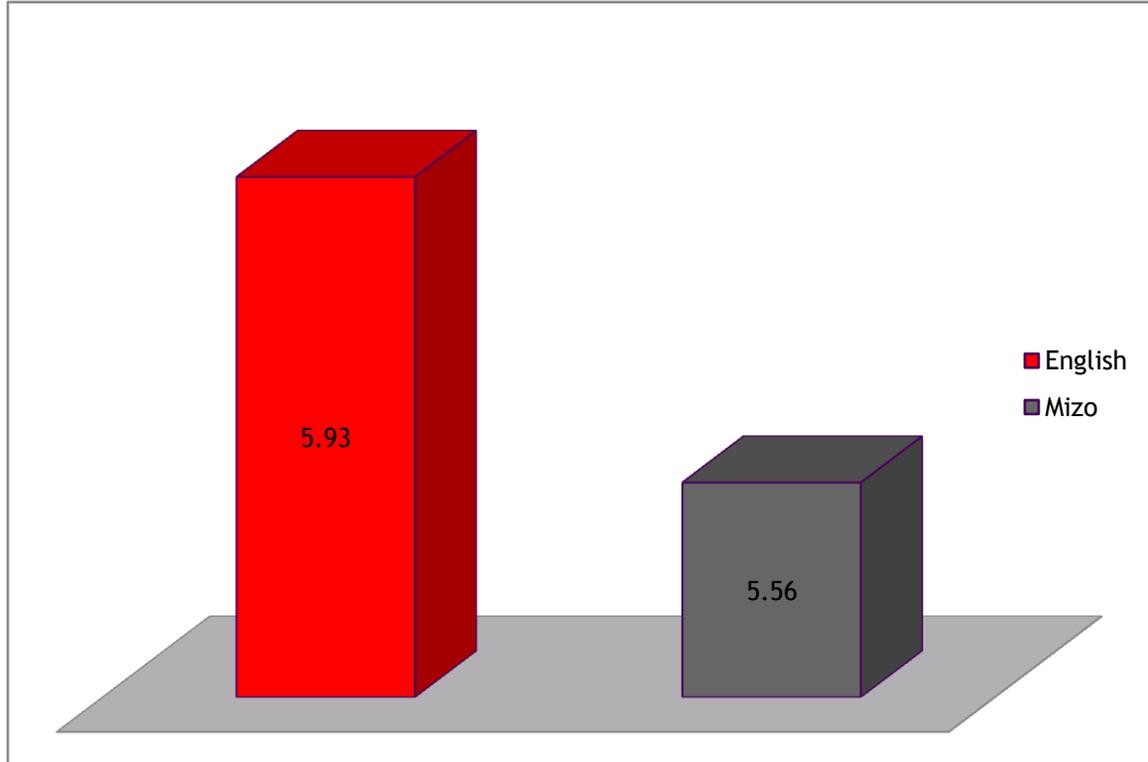
Figure – 4.5: Comparison of the perceptions of English and Mizo medium elementary school teachers in Factor - 4 of school organizational climate i.e. altruistic behaviour.

From the given table 4.7 and figure 4.5, it can found that in factor 4, i.e., Altruistic Behaviour – the total mean scores of English medium elementary school teachers was 5.93 and Mizo medium elementary school teachers was 5.56. The t-value of 1.89 is not significant at both 0.05 and 0.01 levels (table value at 0.05 level is 1.96 and 0.01 level is 2.57). This shows that there is no significant difference between the mean scores of English and Mizo medium elementary school teachers in Factor – 4 of school organizational climate i.e. altruistic behaviour. Therefore, for Factor– 4 of school organizational climate i.e. altruistic behaviour, null hypothesis is accepted.

4.4. 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.

In order to compare the perceptions of teachers on the organizational climate of English medium elementary schools in Aizawl city with respect to their gender, the following hypothesis was formulated.

Hypothesis 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.

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 4.8 and figure 4.6.

Table 4.8: Comparison of the 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[(NS)]

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

Figure – 4.6: Comparison of perceptions of male and female teachers on the school Organizational climate of English medium elementary schools in Aizawl city.

As depicted in the given table 4.8 and figure 4.6, it can be seen that there is 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), it can be said t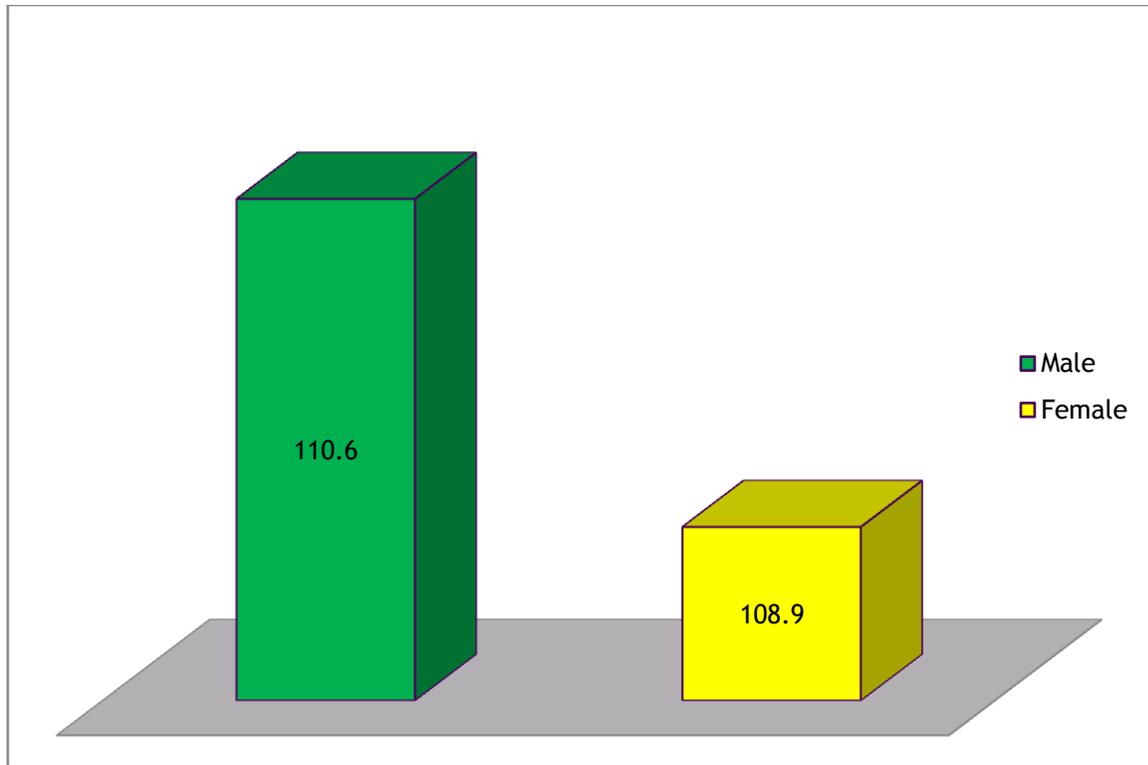hat there is no significant difference between the perceptions of male and female teachers on the organisational climate of English medium elementary schools in Aizawl city. Therefore, the null hypothesis is accepted.

4.4.1 Objective 4 (a): To compare male and female teachers of English medium elementary schools in Factor - 1 of school organizational climate i.e. results, rewards and interpersonal relations.

For this sub section of the given objective, the mean and standard deviation of the two scores of male and female English medium elementary school teachers were calculated. To compare male and female teachers of English medium elementary schools in factor 1 of school organizational climate i.e. results, rewards and interpersonal relations critical t-value was calculated which is given in table 4.9 and figure 4.7.

Table 4.9: Comparison of perceptions of male and female teachers of English medium elementary schools in factor - 1 of school organizational climate i.e. results, rewards and interpersonal relations.

Factor of Organizational Climate	MALE (N=30)		FEMALE (N=42)		t-value
	Mean	S. D.	Mean	S. D.	
Results, Rewards and interpersonal Relations	110.6	19.39	108.9	19.25	0.36$^{(NS)}$

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

Figure – 4.7: Comparison of perceptions of male and female teachers of English medium elementary schools in factor - 1 of school Organizational climate i.e. results, rewards and interpersonal relations.

It can be observed from table 4.9 and figure 4.7, it was found that in factor 1, i.e., results, rewards and interpersonal relations – the total mean scores of male teachers of English medium elementary school was 44.83 and the female teachers of English medium elementary school was 43.95. The t-value of 0.40 at both 0.05 and 0.01 levels (table value at 0.05 level is 1.96 and 0.01 level is 2.57) is not significant. This shows that there is no significant difference between the mean scores of male and female teachers of English medium elementary schools in Factor 1 of school organizational climate i.e. results, rewards and interpersonal relations. Therefore, for factor 1 of school organizational climate, i.e. results, rewards and interpersonal relations, null hypothesis is accepted.
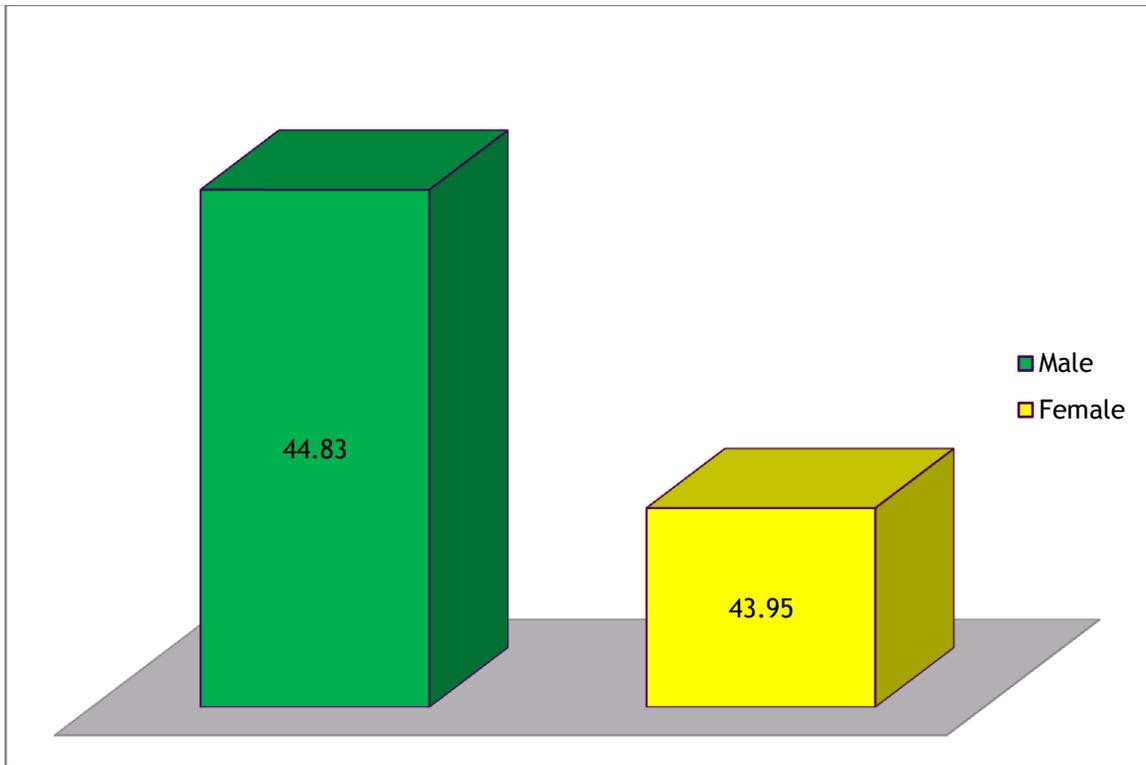
4.4.2 Objective 4 (b): To compare male and female teachers of English medium elementary schools in Factor - 2 of school organizational climate i.e. organizational processes.

For this sub section of the given objective, the mean and standard deviation of the two scores of male and female English medium elementary school teachers were calculated. To compare male and female teachers of English medium elementary schools in factor 2 of school organizational climate i.e. organizational processes critical t-value was calculated which is given in table 4.10 and figure 4.8.

Table 4.10: Comparison of male and female teachers of English medium schools in Factor - 2 of school organizational climate i.e. organizational processes.

Factor of Organizational Climate	MALE (N=30)		FEMALE (N=42)		t-value
	Mean	S. D.	Mean	S. D.	
Organizational Processes	40.4	8.6	38.9	8.5	0.5$^{(NS)}$

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

Figure – 4.8: Comparison of male and female teachers of English medium elementary schools in Factor - 2 of school organizational climate i.e. organizational processes.

It can be observed from table 4.10 and figure 4.8, it can be seen that in factor 2, i.e., Organizational Processes - the mean scores of male teachers is 40.37 and female teachers is 38.86. The t-value both at 0.05 and 0.01 level is not significant. This shows that there is no significant difference between the mean scores of male and female teachers of English medium elementary school in factor 2 of school organizational climate i.e.,   Organizational Processes i.e., Therefore, for factor 2 of school organizational climate, i.e., Organizational Processes, null hypothesis is accepted.
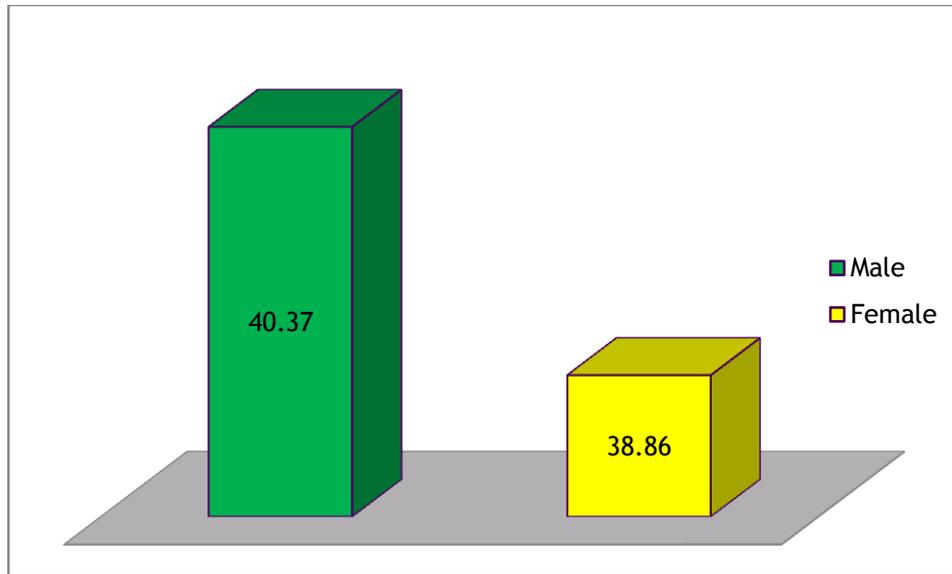
4.4.3 Objective 4 (c): To compare male and female teachers of English medium elementary schools in Factor - 3 of school organizational climate i.e. clarity of roles and sharing of information.

For this sub section of the given objective, the mean and standard deviation of the two scores were calculated, which are given in table 4.11 and figure 4.9.

Table 4.11: Comparison of Male and female teachers of English medium schools in Factor - 3 of school organizational climate i.e. clarity of roles and sharing of information.

Factor of Organizational Climate	MALE (N=30)		FEMALE (N=42)		t-value
	Mean	S. D.	Mean	S. D.	
Clarity of Roles and Sharing of Information	19.33	5.25	19.52	4.24	1.30[(NS)]

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

Figure – 4.9: Comparison of Male and female teachers of English medium elementary schools in Factor - 3 of school organizational climate i.e. clarity of roles and sharing of information.

From the given table 4.11 and figure 4.9, it can be found that in factor 3, i.e., Clarity of Roles and Sharing of Information, the total mean score of male teachers of English medium elementary schools was 19.33 and female teachers of English medium

elementary schools are 19.52. The t-value of 1.30 at both 0.05 and 0.01 levels is found to be not significant. This shows that there is no significant difference between the mean scores of male and female teachers of English medium elementary schools in Factor 3 of school organizational climate i.e. clarity of roles and sharing of information. Therefore, for Factor 3 of school organizational climate i.e. clarity of roles and sharing of information, null hypothesis is accepted.

4.4.4 Objective 4 (d): To compare male and female teachers of English medium elementary schools in Facto - 4 of school organizational climate i.e. altruistic behaviour.

For this sub section of the given objective, the mean and standard deviation of the two scores were calculated, which are given in table 4.12 and figure 4.10.

Table 4.12: Comparison of male and female teachers of English medium elementary schools in Factor – 4 of school organizational climate i.e. altruistic behaviour.

Factor of Organizational Climate	MALE (N=30)		FEMALE (N=42)		t-value
	Mean	S. D.	Mean	S. D.	
Altruistic Behaviour	5.93	1.11	5.93	0.99	0.00[NS]

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

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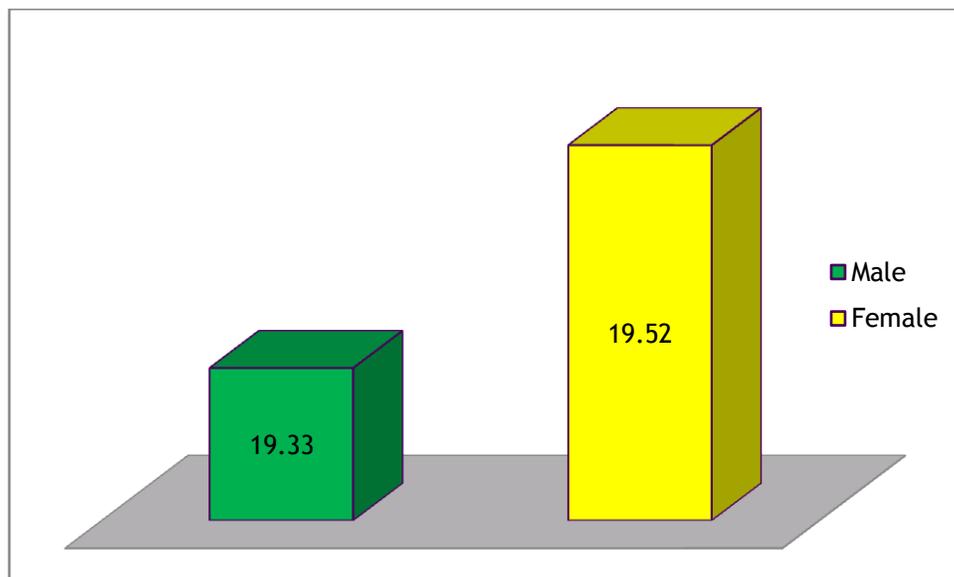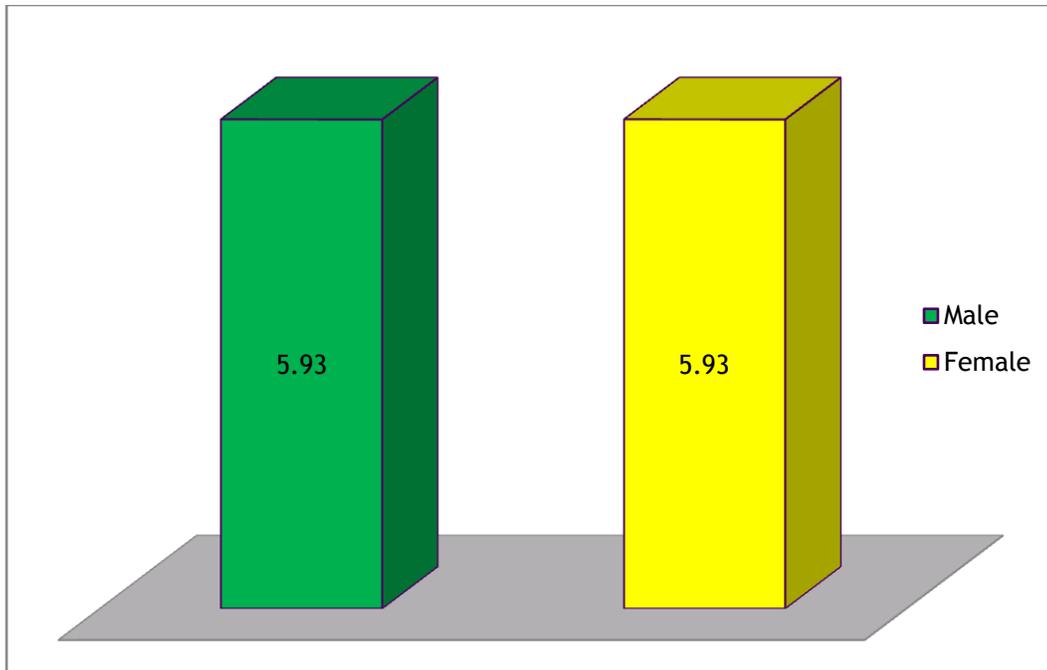**Figure - 4.10: Comparison of Male and female teachers of English medium elementary schools in Factor – 4 of school organizational climate i.e. altruistic behaviour.**

From the given table 4.12 and figure 4.10, it can be seen that in factor 4, i.e., Altruistic Behaviour – the mean score of male teachers of English medium elementary schools are 5.9 and the female teachers of English medium elementary schools are 5.9. There is no difference in their total mean scores in Altruistic Behaviour. The t-value of 0.0 at both 0.05 and 0.01 levels (table value at 0.05 level is 1.96 and 0.01 level is 2.57) is found to be not significant. This shows that there is no significant difference between the total mean scores of male and female teachers of English medium elementary schools in Aizawl city in Factor – 4 of school organizational climate i.e. altruistic behaviour. Therefore, for Factor -4 of school organizational climate i.e. altruistic behaviour, null hypothesis is accepted.

4.5. 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.

In order to compare the perceptions of school organizational climate teachers of Mizo medium elementary schools in Aizawl city with respect to their gender, the following hypothesis was formulated.

Hypothesis 3: There is no significant difference between the perceptions of male and female teachers on the organizational climate of Mizo medium elementary schools.

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 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 4.13.

Table 4.13: Comparison of the school organizational climate of male and female teachers of Mizo medium elementary schools in Aizawl city.

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[(NS)]

*NS - Not Significant, *- Significant at 0.05 level, **- Significant at 0.01 level*
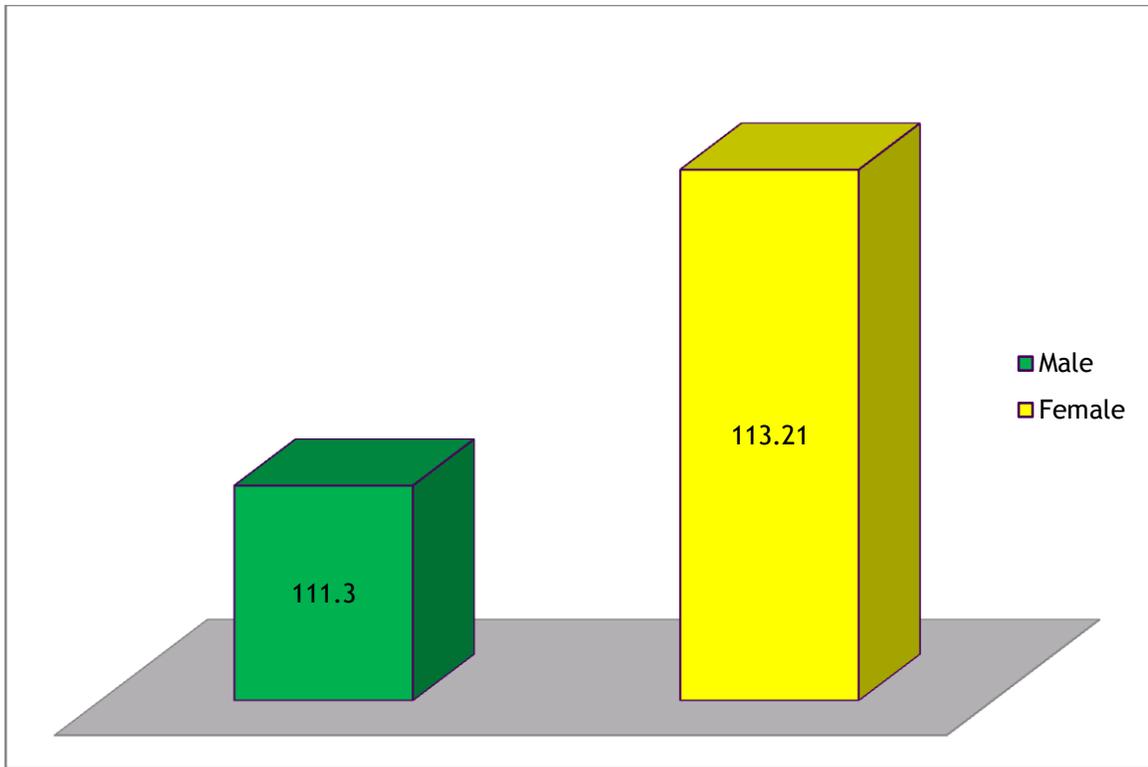
Figure – 4.11: Comparison of the school organizational climate of male and female teachers of Mizo medium elementary schools in Aizawl city.

As depicted in the given table 4.13 and figure 4.11, it can be seen that there is 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 is no significant difference between the perceptions of male and female teachers on the total organisational climate of Mizo medium elementary schools in Aizawl city. Therefore, the null hypothesis is accepted.

4.5.1 Objective 5 (a): To compare male and female teachers of Mizo medium elementary school in Factor -1 of school organizational climate i.e. results, rewards and interpersonal relations.

For this sub section of the given objective, the mean and standard deviation of the two scores were calculated, which are given in table 4.14 and figure 4.12. In order to find out the perceptions of Mizo medium school teachers about the results, rewards and interpersonal relations, the scores obtained from the organizational climate scale are analysed and interpreted in accordance with the norms provided in the manual of the organizational climate scale and the findings are presented in the following table 4.14 and figure 4.12.

Table 4.14: Comparison of male and female teachers of Mizo medium schools in Factor – 1 of school organizational climate i.e. results, rewards and interpersonal relations.

Factor of Organizational Climate	MALE (N=30)		FEMALE (N=48)		t-value
	Mean	S. D.	Mean	S. D.	
Results, Rewards and Interpersonal Relations	44.47	8.7	45.81	9.05	0.65[(NS)]

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

Figure – 4.12: Comparison of male and female teachers of Mizo medium elementary schools in Factor – 1 of school organizational climate i.e. results, rewards and interpersonal relations.

From the given table 4.14 and figure 4.12, it was found that in factor 1, i.e., Results, Rewards and Interpersonal Relations – the mean score of male teachers of Mizo medium elementary schools was 44.47 and female teachers of Mizo medium elementary schools was 45.81. The t-value of 1.34 at both 0.05 and 0.01 levels is found to be not significant (table value at 0.05 level is 1.96 and 0.01 level is 2.57). This shows that there is no significant difference between the total mean scores of male and female teachers of Mizo medium elementary schools in factor 1 of school organizational climate i.e., results, rewards and interpersonal relations. Therefore, null hypothesis is accepted.
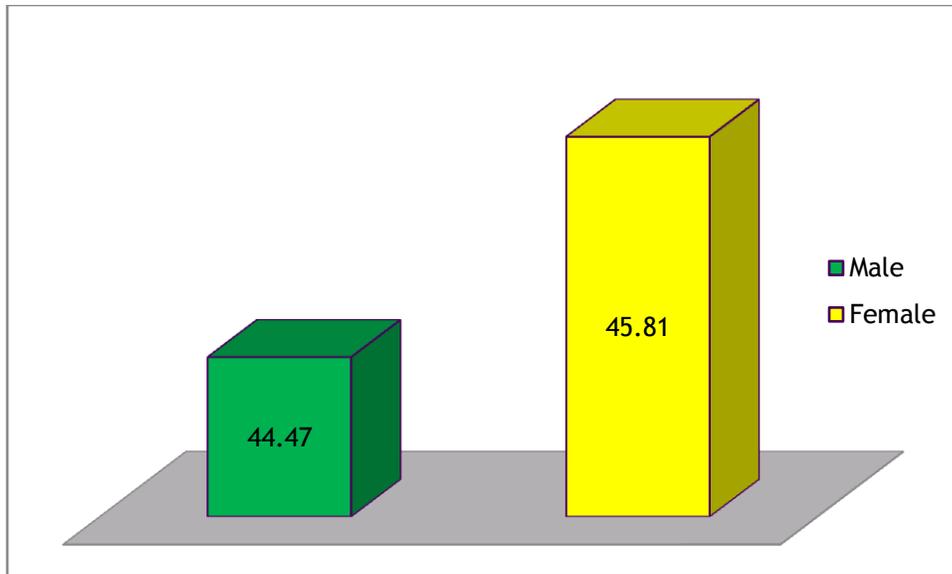
4.5.2 Objective 5 (b): To compare the male and female teachers of Mizo medium elementary schools in Factor -1 of school organizational climate i.e. organizational processes.

For this sub section of the given objective, the mean and standard deviation of the two scores were calculated, which are given in table 4.15 and figure 4.13.

Table 4.15: Comparison of male and female teachers of Mizo medium elementary schools in Factor – 2 of school organizational climate i.e. organizational processes.

Factor of Organizational Climate	MALE (N=30)		FEMALE (N=48)		t-value
	Mean	S. D.	Mean	S. D.	
Organizational Processes	41	8.26	40.44	8.0	0.29[NS]

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

Figure – 4.13: Comparison of male and female teachers of Mizo medium elementary schools in Factor – 2 of school organizational climate i.e. organizational processes.

It can be observed from table 4.15 and figure 4.13, it can be seen that in factor 2, i.e., organizational processes - the mean score of male teachers of Mizo medium elementary schools are 41 and female teachers of Mizo medium elementary schools

are 40.44. The t-value of 0.29 at both 0.05 and 0.01 level is found to be not significant (table value at 0.05 level is 1.96 and 0.01 level is 2.57). This shows that there is no significant difference between the total mean scores of male and female teachers of Mizo medium elementary schools in Factor 2 of school organizational climate i.e. organizational processes. Therefore, for Factor 2 of school organizational climate i.e. organizational processes, null hypothesis is accepted.

4.5.3 Objective 5 (c): To compare male and female teachers of Mizo medium elementary schools in elementary schools in Factor – 3 of school organizational climate i.e. clarity of roles and sharing of information.

For this sub section of the given objective, the mean and standard deviation of the two scores were calculated, which are given in table 4.16 and figure 4.14.

Table 4.16: Comparison of male and female teachers of Mizo medium elementary schools in Factor – 3 of school organizational climate i.e. clarity of roles and sharing of information.

Factors of Organizational Climate	MALE (N=30)		FEMALE (N=48)		t-value
	Mean	S. D.	Mean	S. D.	
Clarity of Roles and Sharing of Information	20.7	4.12	20.79	3.58	0.09$^{(NS)}$

NS - Not Significant
*- Significant at 0.05 level
**- Significant at 0.01 level
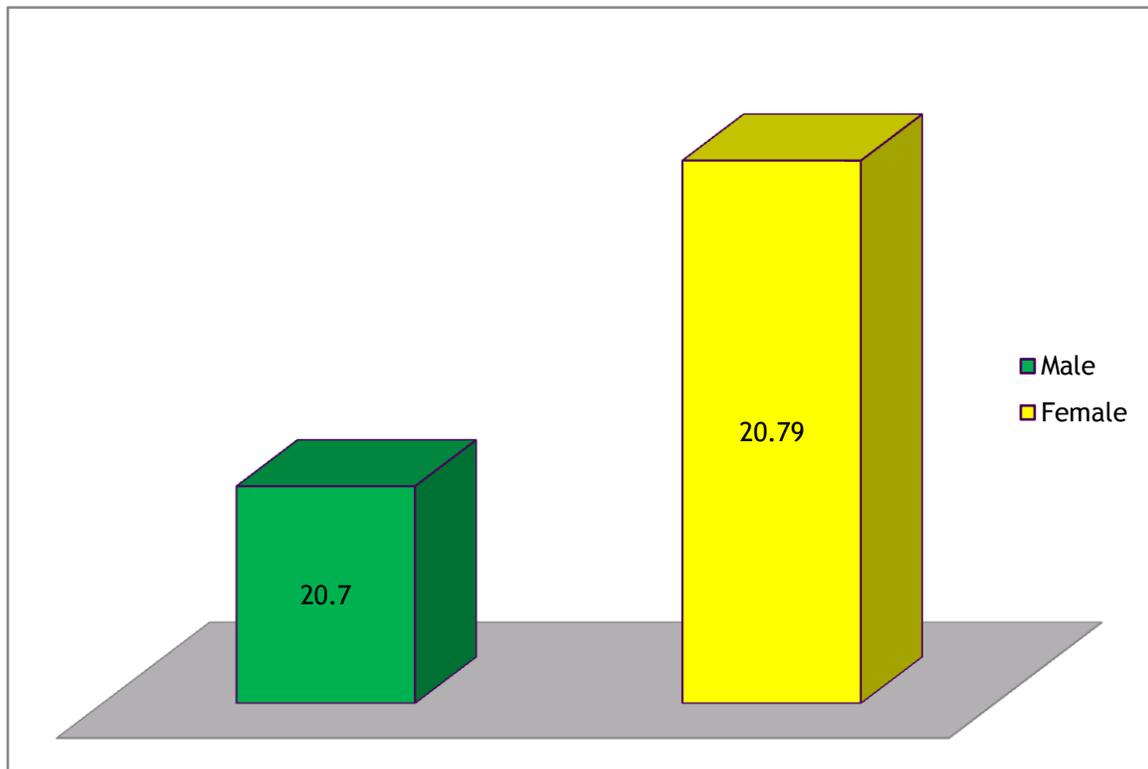
Figure – 4.14: Comparison of male and female teachers of Mizo medium elementary schools in Factor – 3 of school organizational climate i.e. clarity of roles and sharing of information.

From the given table 4.16 and figure 4.14, it can be found that in factor 3, i.e., Clarity of Roles and Sharing of Information; the mean scores of male teachers of Mizo medium elementary schools are 20.7 and female teachers of Mizo medium elementary schools are 20.79. The t-value of 0.09 at both 0.05 and 0.01 levels (table value at 0.05 level is 1.96 and 0.01 level is 2.57) is found to be not significant. This shows that there is no significant difference between the total mean scores of male and female teachers of Mizo medium elementary schools in Aizawl city in Factor -3 of school organizational climate i.e. clarity of roles and sharing of information. Therefore, for Factor -3 of school organizational climate i.e. clarity of roles and sharing of information, null hypothesis is accepted.
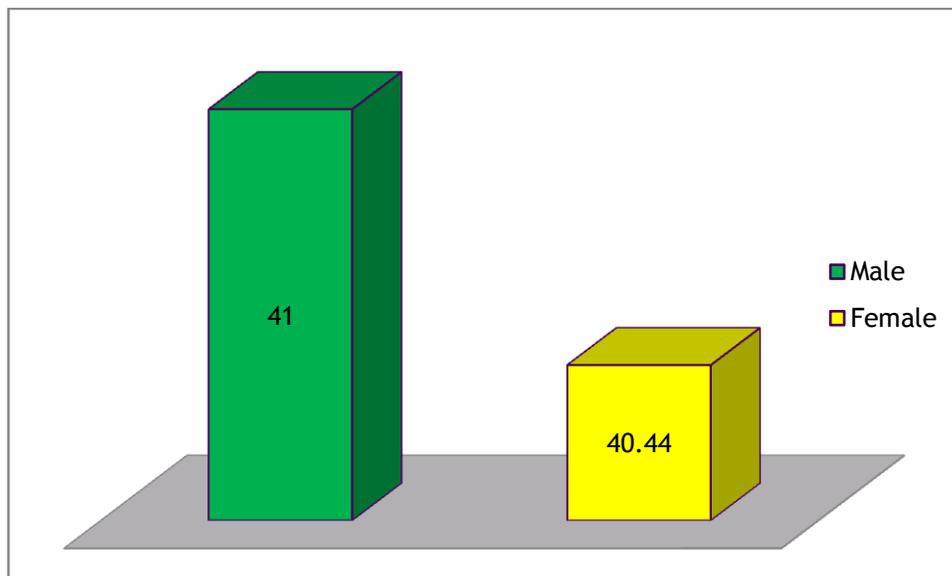
4.5.4 Objective 5 (d): To compare male and female teachers of Mizo medium elementary schools in Factor – 4 of school organizational climate i.e. altruistic behaviour.

For this sub section of the given objective, the mean and standard deviation of the two scores were calculated, which are given in table 4.17 and figure 4.15. In order to find out the perceptions of Mizo medium school teachers about the altruistic behaviour, the scores obtained from the organizational climate scale are analysed and interpreted in accordance with the norms provided in the manual of the organizational climate scale and the findings are presented in the following table 4.17 and figure 4.15.

Table 4.17: Comparison of male and female teachers of Mizo medium elementary schools in in Factor – 4 of school organizational climate i.e. altruistic behaviour.

Factors of Organizational Climate	MALE (N=30)		FEMALE (N=48)		t-value
	Mean	S. D.	Mean	S. D.	
Altruistic Behaviour	5.13	1.36	5.83	1.31	2.21*

NS - Not Significant
*- Significant at 0.05 level
**- Significant at 0.01 level
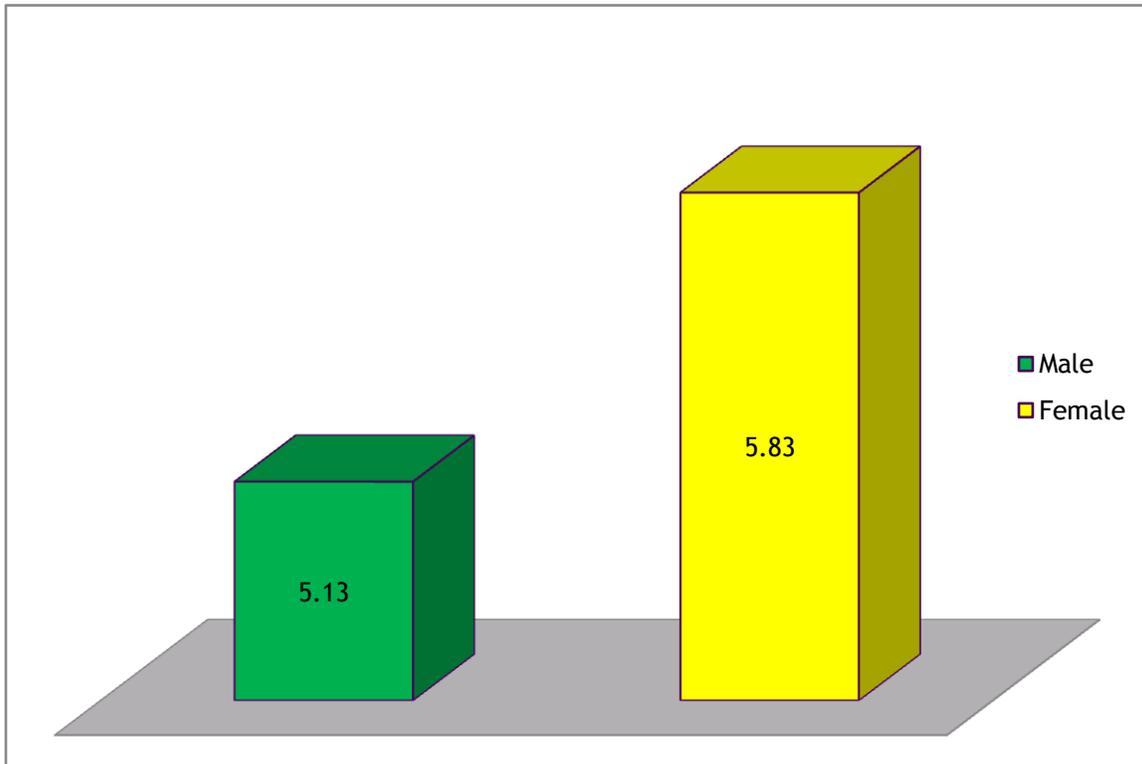
Figure – 4.15: Comparison of male and female teachers of Mizo medium elementary schools in Factor – 4 of school organizational climate i.e. altruistic behaviour.

From the given table 4.17 and figure 4.15, it can be found that in factor 4, i.e., altruistic behaviour – the mean score of male teachers of Mizo medium elementary schools in Factor 4 of school organizational climate i.e. altruistic behaviour are 5.13 and female teachers of Mizo medium school are 5.83. The t-value of 2.21 is significant at 0.05 (table value at 0.05 levels is 1.96). This shows that there is a significant difference between the mean scores of male and female teachers of Mizo medium elementary schools in Aizawl city in Factor 4 of school organizational climate i.e. altruistic behaviour. Therefore, for Factor 4 of school organizational climate i.e. altruistic behaviour, null hypothesis is rejected.

4.6 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.

In order to compare the perceptions of school organizational climate teachers of English and Mizo medium elementary schools with respect to their gender, the following hypothesis was formulated.

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

In order to find out the organisational climate of English medium elementary school teachers in Aizawl city with respect to their gender, the scores obtained from the organisational climate scale was analysed and interpreted in accordance with the norms provided in the manual of the organisational climate scale.

4.6.1 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.

For this sub section of the given objective, the mean and standard deviation of the two scores were calculated that are given in table 4.18. In order to find out the perceptions of Male teachers of English and Mizo medium school teachers about the school organizational climate, the scores obtained from the organizational climate scale are analysed and interpreted in accordance with the norms provided in the manual of

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the organizational climate scale and the findings are presented in the following table 4.18.

Table 4.18: Comparison of the perceptions of male teachers of English and Mizo medium elementary schools on their school organizational climate in Aizawl city.

Medium of Schools	N	Mean	Standard Deviation	t-value
English	30	110.6	19.39	1.75[(NS)]
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 4.18, it can be seen that there is 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.

4.6.2 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 4.1.

Table 4.19: Comparison of the perceptions of female teachers of English and Mizo medium elementary schools on their school organizational climate in Aizawl city.

Medium of Schools	N	Mean	Standard deviation	t-value
English	42	108.90	19.25	
Mizo	48	113.21	18.50	1.08[(NS)]

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

As depicted in the given table 4.19, it can be seen that there is no significant difference between the mean scores of female 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 1.08, 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.

4.7. Objective 7: To compare the perceptions of teachers on the organizational climate of elementary schools in Aizawl city with respect to their teaching experience.

In order to compare the perceptions of teachers on the organizational climate of elementary schools in Aizawl city with respect to their teaching experience, the following hypothesis was formulated.

Hypothesis 5: There is no significant difference between the perceptions of teachers on the organizational climate of elementary schools in Aizawl city with respect to their teaching experience.

22 questions, which aimed to determine whether the organisational school climate showed any difference according to the teaching experiences of elementary school teachers in Aizawl city, were evaluated.

4.7.1. Objective 7 (a) : To Compare the perceptions of teachers on the organizational climate of elementary school in Aizawl city who has teaching experiences less than ten and less than fifteen.

For analysis of the data, it has divided into two groups in relation to their years of teaching, i.e., less than 10 years of teaching experience (>10) and less than 15 years of teaching experience (>15). In this comparison, t-test was applied to the averages of perception point to determine whether there was a difference between perceptions when teaching experience of elementary school teachers in Aizawl city was concerned.

Table 4.20: Comparison of the perceptions of teachers on the organizational climate of elementary school in Aizawl city who has teaching experiences less than ten years and less than fifteen years.

Factors of organizational climate	Teaching Experience	N	Mean	Standard Deviation	t-value
Factor 1 (Results, Rewards and Interpersonal Relations)	>10	80	44.65	8.65	.21(NS)
	>15	16	44.12	10.37	
Factor 2 (Organizational Processes)	>10	80	39.28	8.42	.18(NS)
	>15	16	39.69	8.79	
Factor 3 (Clarity of Roles and Sharing of Information)	>10	80	19.90	.48	.17(NS)
	>15	16	19.69	4.72	
Factor 4 (Altruistic Behaviour)	>10	80	5.74	1.24	.78(NS)
	>15	16	6.00	1.56	
Total Organizational climate	>10	80	109.58	18.42	.09(NS)
	>15	16	110.06	20.95	

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

From the given table 4.20, it can be found that out of 150 teachers of elementary schools in Aizawl city, the teachers with less than ten years of teaching experiences are 80 (53.3%) and the teachers with less than 15 years of teaching experiences are 16 (10.7%).

The given table 4.20 shows that, there is no significant difference between the total mean scores of teachers who has teaching experience of less than ten and less than fifteen. This shows that there is no significant difference between the teachers who has teaching experience of less than ten years and the teachers who has less than fifteen years of teaching experiences in their perceptions of the school organizational climate it is also evident from the table 4.20 that the 't' value of 0.96 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). The results shows that, the quantity of teaching experience has been found to have no effect on the perception of teachers on the organizational climate of elementary schools in Aizawl city

4.7.2. Objective 7 (b) : To Compare the perceptions of teachers on the organizational climate of elementary school in Aizawl city who has teaching experiences less than ten and less than twenty.

For analysis of the data, the data has divided into two groups in relation to their years of teaching, i.e., less than 10 years of teaching experience (>10) and less than 20 years of teaching experience (>20). For this objective, the mean and standard deviation of the scores were calculated.

Table 4.21: Comparison of the perceptions of teachers on the organizational climate of elementary school in Aizawl city who has teaching experiences less than ten years and less than twenty years.

Factors of Organizational Climate	Teaching Experience	N	Mean	Standard Deviation	t-value
Factor 1 (Results, Rewards and Interpersonal Relations)	>10	80	44.65	8.65	.42(NS)
	>20	54	45.30	8.82	
Factor 2 Organizational Processes	>10	80	39.28	8.42	2.15**
	>20	54	41.43	7.86	
Factor 3 Clarity of Roles and Sharing of Information	>10	80	19.90	4.48	.93(NS)
	>20	54	20.59	3.79	
actor 4 Altruistic Behaviour	>10	80	5.74	1.24	.32(NS)
	>20	54	5.67	1.24	
Total Organizational climate	>10	80	109.58	18.42	1.24(NS)
	>20	54	113.67	19.09	

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

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From the given table 4.21, it can be found that out of 150 teachers of elementary schools in Aizawl city, the teachers with less than ten years of teaching experiences are 80 teachers i.e. 53.3% and the teachers with less than 20 years of teaching experiences are 54 i.e., 36%.

The given table 4.21 shows that, there is no significant difference between the total mean scores of teachers who has teaching experience less than ten and less than twenty. This shows that there is no significant difference between the teachers who has teaching experience less than ten years and the teachers who has less than twenty years of teaching experiences in their perceptions of the school organizational climate. It is also evident from the table 4.21that the 't' value of 1.24 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). The result shows that, the quantity of teaching experience has been found to have no effect on the perceptions of teachers on the organizational climate of the elementary school teachers in Aizawl city. However, it can be seen that in Factor 2, i.e., 'Organizational processes' exceeds the table value at 0.01 level of significance and therefore, there is a significance difference between teachers of less than 10 years of teaching experience and less than 20 years of teaching experience.

4.7.3. Objective 7 (c) : To Compare the perceptions of teachers on the organizational climate of elementary school in Aizawl city who has teaching experiences less than fifteen and less than twenty.

For analysis of the data, the researcher has divided into two groups in relation to their years of teaching, i.e., less than 15 years of teaching experience (>15) and less

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than 20 years of teaching experience (>20). For this objective, the mean and standard deviation of the scores were calculated.

Table 4.22: Comparison of the perceptions of teachers on the organizational climate of elementary school in Aizawl city who has teaching experiences less than fifteen years and less than twenty years.

Factors of Organizational Climate	Teaching Experience	N	Mean	Standard Deviation	t-value
Factor 1 (Results, Rewards and Interpersonal Relations)	>15	16	44.12	10.38	.45[(NS)]
	>20	54	45.30	8.82	
Factor 2 (Organizational Processes)	>15	16	39.69	8.79	.76[(NS)]
	>20	54	41.43	7.86	
Factor 3 (Clarity of Roles and Sharing of Information)	>15	16	19.69	4.72	.79[(NS)]
	>20	54	20.59	3.79	
Factor 4 (Altruistic Behaviour)	>15	16	6.00	1.16	.96[(NS)]
	>20	54	5.67	1.24	
Total Organizational climate	>15	16	110.06	20.96	.65[(NS)]
	>20	54	113.67	19.09	

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

The given table 4.22 shows that, there is no significant difference between the total mean scores of elementary school teachers in Aizawl city who has teaching experiences less than fifteen and less than twenty. This shows that, there is no significant difference between the teachers who has teaching experience less than fifteen and the teachers who has less than twenty years of teaching experiences in their perceptions of the school organizational climate. It is also evident from the table 4.22 that the 't' value of .65 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). The result shows that, the quantity in teaching experiences has been found to have no effect on the perceptions of teachers on the organizational climate of the elementary schools teachers in Aizawl city.

Therefore, it can be concluded that no significant difference was found in the perceptions of teachers on the organizational climate of elementary schools of Aizawl city with respect to their teaching experience. The total mean scores of teachers who has less than ten years of teaching experiences was 109.58, less than fifteen years of teaching experiences was 110.06 and less than twenty years of teaching experiences was 113.67. Therefore, the result shows that all the teachers irrespective of their teaching experiences perceived their school organizational climate as favourable, which is within the normal range. Therefore, the null hypothesis is accepted.

CHAPTER - V

MAJOR FINDINGS, SUMMARY, CONCLUSIONS

5.1   Major findings of the study

1. It was found that the English medium elementary school teachers in Aizawl city perceived their school organizational climate as favourable, which is within the normal range.

2. It was also found that the Mizo medium elementary school teachers perceived their school organizational climate as favourable, which is within the normal range.

3. Comparison between the perceptions of English and Mizo medium elementary school teachers about their school organizational climate in Aizawl city was found out to have no significant difference in their school organizational climate. Therefore, null hypothesis is accepted.

4. The study also found out that the male teachers of English medium elementary schools in Aizawl city perceived their school organizational climate as favourable, which is within the normal range.

5. It was evident from the study that the female teachers in English medium elementary schools in Aizawl city perceived their school organizational climate as favourable, which is within the normal range.

6. A comparison between the perceptions of male and female teachers in English medium elementary schools in Aizawl city in their school organizational climate

as favourable. Therefore, no significant difference was found between male and female teachers in their perceptions of school organizational climate. Therefore, null hypothesis is accepted.

7. It was found that the male teachers in Mizo medium elementary schools in Aizawl city perceived their school organizational climate as favourable, which is within the normal range.

8. It was also found that the female teachers in Mizo medium elementary schools in Aizawl city perceived their school organizational climate as favourable, which is within the normal range.

9. Comparison between the perceptions of male and female teachers in Mizo medium elementary school teachers in Aizawl city was found out to have no significant difference in their school organizational climate. Therefore, null hypothesis is accepted.

10. Comparing the perceptions of English and Mizo medium elementary schools teachers of Aizawl city on their school organizational climate, no significant difference was found. They perceived their school organizational climate as favourable, which is within the normal range. Therefore, null hypothesis is accepted.

11. It is also found that, among the teachers of elementary schools in Aizawl city, there was no significant difference between the three groups of teaching experience – less than 10, less than 15 and less than 20. All the teachers of elementary schools of Aizawl city perceived their school organizational climate

as favourable, which is within the normal range. Therefore, null hypothesis is accepted.

Therefore, the study reveals that the perceptions of school organizational climate between English and Mizo medium elementary school teachers maintained a good communication, co-operation, problem solving ability, interpersonal relationship and sharing of information among each other.

5.2   SUMMARY

Introduction

The purpose of the study was to investigate the organizational climate of English and Mizo medium elementary schools as perceive by the teachers. The sample included 72 teachers from 15 English medium elementary schools and 78 teachers from Mizo medium elementary schools in Aizawl city.

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.

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.

Rationale of the study

Researches on school organizational climate have been conducted in different parts of the world according to their own standards. In many cases, according to the differences of culture, social background, and system of education, these findings have been found to be invalid or inapplicable in our country. This study will provide information leading to a better understanding of the perceptions of teachers about the organizational climate of the schools in Aizawl city.

Organizational climate of a school, perceptions of teachers on the school organizational climate plays a very important role to enhance the standard of educational institution because it shapes and moulds the child into mature human being. Hence, it is necessary to study the school organizational climate of Aizawl city to reveal in-depth information about their institutions. An assessment of the perceptions 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 perceptions of teachers about the school organizational climate in order to improve and maintain educational excellence. The finding 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 in Aizawl City.

Restatement of the problem

The problem investigated in this study was - Perceptions of Teachers on the Organizational Climate of Elementary Schools of Aizawl City: A Comparative Study of English and Mizo Medium Schools.

Objectives of the study

The main objectives of the present studies are as follows: -

1) To study the perceptions of teachers on the organizational climate of elementary English medium schools in Aizawl city.

2) To study the perceptions of teachers on the organizational climate of elementary Mizo medium schools in Aizawl city.

3) To compare the perceptions of teachers on the organizational climate of elementary English and Mizo medium schools in Aizawl city.

4) To study the perceptions of teachers on the organizational climate of elementary English medium schools in Aizawl city with respect to gender.

5) To study the perceptions of teachers on the organizational climate of elementary Mizo medium schools in Aizawl city with respect to gender

6) 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.

7) To compare the perceptions of teachers on the organizational climate of elementary schools in Aizawl city with respect to their teaching experience.

Hypotheses

The hypotheses were formulated on the basis of the above objectives.

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

5. There is no significant difference between the perceptions of teachers on the organizational climate of elementary schools of Aizawl city with respect to their teaching experience.

Operational definitions

1. *Organizational Climate:* - Organizational climate exists in individual's perceptions of their organizational climate. These perceptions are formed by the individual using inputs of events in and characteristics of the organization, as well as characteristics of the individual. Organizational climate is the feel of the

institution, its character, and its individuality resulting from social and psychological interaction between teachers and principal/head and within the group of teachers and students of a particular institution.

2. ***English Medium School:*** - English medium school is a school where English language is the primary medium of instruction. Most of the English medium schools in Aizawl city are run by the private sector. The teachers are employed and recruited by the school authority.

3. ***Mizo Medium School: -*** Mizo medium school is a school where Mizo tawng (Mizo language) is used as a medium of instruction. Most of the Mizo medium schools were run by the state government and the teachers are employed and recruited by the Government of Mizoram. In this system of education, they included English language as one of the subject to be studied.

4. ***Perception: -*** The ability to notice and understanding things or persons that are not obvious to other people by using senses.

5. ***Elementary School:*** - Elementary school refers to the first eight years of schooling. In Mizo medium school (run by the State government), it starts from class I to VIII, in English medium school (run by private services), it starts from Nursery or Kindergarten to class VIII.

Methodology

The methodology and procedure followed by the investigator in the present study is discussed in the following manner: -

1. Method of study

The present study is a descriptive research. It comes under the category of survey research. The survey method is primarily concerned with the present status of affairs; it can cover past events, and influence the future as well. The Mizo medium elementary schools (under state government) and purely private English medium elementary schools are randomly selected.

2. 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. Sample of the study

Stratified random sampling is used for selecting the sample of the study. The schools and teachers were selected randomly. Each member of the populations has equal chance of being selected to be in the sample. In this study, 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 school teachers in Aizawl city. Out of 150 teachers, 72 teachers are from English medium and 78 teachers are from Mizo Medium. Out of 425 elementary schools in Aizawl city, 30 schools are participated in the study.

4. Tool used for data collection

Organizational Climate Scale (OCS) developed by Sanjoy Pathe, Sushama Chaudari, and Upinder Dhar (2001) was employed for the study. 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'.The questionnaire covers 4 factors of organizational climate such as (1) Results, Rewards, and Interpersonal Relations. (2) Organizational Processes. (3) Clarity of Role and Sharing of Information, and (4) Altruistic behaviour.

5. Procedure of data collection

Data collection of the present investigation was made on a sample of 150 English and Mizo medium elementary school teachers in Aizawl city. The investigator personally visited the institutions selected for the study and took the permission in advance from the Heads/Principals of each institution. The questionnaire, Organizational Climate Scale was administered to the teachers after explaining the purpose of the study. Though 160 copies of the questionnaire were distributed, only 150 were returned. This 150 response sheets were used for analysis.

6. Statistical techniques of data

The tabulated organizational climate scale was classified in accordance with the types of school, gender, and teaching experience. For analyzing the data, the investigator employed the following statistical techniques:

1. Percentage

2. Mean and Standard Deviation.

3. 't' test

5.3 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 the 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 was no significant difference in their school organizational climate, with respect to their teaching experience and gender difference.

The findings of the study will help to create a conduce environment for teaching – learning process, thereby, making the teacher conscious of the provisions of a proper environment for teaching the students. The findings of the study may also help the school administrators and policy makers in understanding the role of the teachers and their perceptions towards their school organizational climate 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 determinant 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

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positive organizational climate of school is an important role of teacher as their perception of the climate. The way the teachers uphold their duties and obligations have affected the organizational climate of the school.

The concept of school climate was discussed from a variety of dimensions - school climate as a shared value of the teachers, processes of their school organization, relationship between the teachers, and humane behaviour upon the colleagues. Individual reactions of school climate, individually and as a group, determine 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.

Teachers are an important pillar of the educational system of any nation. They are considered the nation builders. All the teachers play a pivotal role for the development of education. If they perceive their school organizational climate as favourable, encouraging, cooperative, helpful, success, pleasant, etc, it will influence their effectiveness in teaching, student's results, the relationship between their colleagues, administration, and students itself. From this study, we can found that the teachers in English and Mizo medium elementary schools in Aizawl city perceived their school organizational climate as falls within a normal range i.e., favourable and can reveals that there was no significant difference in their school organizational climate. The study also found that there was no significant difference with respect to their teaching experience and gender difference among the teachers working in English and Mizo medium elementary schools in Aizawl city. Because of the small number of

teachers included in this study, it may not be sufficient for the whole state. A large sample might have yielded different results.

It can also be concluded that, when the researcher visited the selected schools (15 English medium and 15 Mizo medium elementary schools in Aizawl city); it was found that the English medium elementary schools are far better with respect to punctuality, maintenance of school time table and school discipline than Mizo medium elementary schools in Aizawl city. Mizo medium elementary schools (which are run by government) have better school buildings, better school infrastructure, better playground and better facilities than English medium schools (run by private). It was also found that the enrolment of students in English medium elementary schools is increasing than Mizo medium elementary schools in Aizawl city, which may be needed for further future research.

5.4   RECOMMENDATIONS FOR FURTHER STUDIES

The following recommendations are offered as possible topics for future research based on findings of this study.

- The study was confined to only Aizawl city. Therefore, more studies covering larger district can be taken up for further study.
- Further study can be taken up on school organizational climate in relation to different factors such as school plant, school planning, school administration and management.

- Further research can also be taken up with the same variable of organizational climate covering the different levels of education – secondary, post secondary and higher level.

- The present study did not include the perceptions of Principal/Head, staffs, administrators, parents, school personnel and the students. Henceforth, more research may be taken up to explore their perceptions in order to study the organizational school climate.

- Student's perceptions and attitude towards teachers can be taken up for further research to help the teachers in understanding how their behaviour affects the classroom teaching – learning process.

- Further study can also be taken up on a comparative study of students' parents towards the organizational climate of English and Mizo medium elementary schools.

- Comparing the elementary schools in rural and urban schools can also be taken up for further study to understand the organizational climate of the entire elementary schools in Mizoram.

- The findings of the study would be very useful for education officers, policy makers, parents and community of various zones to analyse and evaluate the performance of the schools under them. Therefore, more study can be taken up in connection to this area.

- School climate and its effect on physical and mental health and job satisfaction of teachers and student outcomes of their learning processes in school can also be studied.

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APPENDIX – 1

CONSUMABLE BOOKLET

Of

ORGANIZATIONAL CLIMATE SCALE

(ENGLISH VERSION)

Sanjoy Pathe (Indore)

Sushama Chaudhari (Indore)

Upinder Dhar (Indore)

Please fill in the following informations: -

Name (Optional) ....

Age .... Sex ....

Education .... Designation ....

Teaching Experience ....Years................... Month(s)

INSTRUCTIONS

Rate the situations and people working in your organization by placing cross mark (x) on each of the following 22 dichotomous attributes. It may be noted that there are no right or wrong answers. The scale is being administered only to explore the general opinion of working people.

SCORING TABLE

Factors	I	II	III	IV	Total
Raw Scores					
Interpretation					

1. People help others   7_6_5_4_3_2_1   People do not help each other.

2. Hardwork is not rewarded   1_2_3_4_5_6_7   Hardwork is rewarded.

3. People share pleasing relations   7_6_5_4_3_2_1   People do not share pleasing relations.

4. Performance is not rewarded   1_2_3_4_5_6_7   Performance is rewarded.

5. People are evaluated by the results they achieve
.
         7_6_5_4_3_2_1   People are not evaluated by the result they achieve

6. Constructive criticism is not encouraged.   1_2_3_4_5_6_7   Constructive criticism is rewarded.

7. New ideas are encouraged   7_6_5_4_3_2_1   New ideas are not encouraged.

8. Roles are not clearly defined   1_2_3_4_5_6_7   Roles are clearly defined

9. Problems are shared   7_6_5_4_3_2_1   Problems are not shared.

10. Unfriendly superior subordinate relations   1_2_3_4_5_6_7   Friendly superior subordinate relations.

11. Merit is rewarded   7_6_5_4_3_2_1   Merit is not rewarded.

12. People are neither encouraged nor supported for doing new tasks   1_2_3_4_5_6_7   People are encourage and supported for doing new tasks.

13. Individual as well as team development is encouraged.   7_6_5_4_3_2_1   Individual and team development is not encouraged

14. No performance appraisal based feedback   1_2_3_4_5_6_7   Performance appraisal based feedback.

15. Creative climate is   7_6_5_4_3_2_1   Creative climate is not
    allowed to sustain.   allowed to sustain

16. No fun to work in this   1_2_3_4_5_6_7   Fun to work in this
    Organisation   organisation.

17. People affected by a   7_6_5_4_3_2_1   People affected by a problem
    a problem are consulted   are not consulted before
    before taking any decision   taking any decision
                                                             .
18. Communication is not open   1_2_3_4_5_6_7   Open communication.

19. Working with superior is a   7_6_5_4_3_2_1   Working with superior is not
    learning experience.   a   learning experience.

20. Each others' ability   1_2_3_4_5_6_7   Each others' ability is trusted.
    is not trusted

21. Resources are made available   7_6_5_4_3_2_1   Resources are not made
                                                            available.

22. Problems are not dealt   1_2_3_4_5_6_7   Problems are dealt with
    with empathy.   empathy.

APPENDIX – 2

DISTRIBUTION OF SAMPLE OF ENGLISH MEDIUM ELEMENTARY SCHOOLS

Sl.no	Name of schools	N	Male	Female
1	Tiny Tots	5	3	2
2	Bambatini	7	4	3
3	Harmon	6	4	2
4	English Congregation	5	3	2
5	Graceland	4	1	3
6	Highland Public School	5	2	3
7	Mary Mount School	5	2	3
8	Holy Mission	6	3	3
9	St. Lawrence School	5	1	4
10	Carolyn Elementary School	4	2	2
11	Candid English School	4	2	2
12	Holy Heart	2	1	1
13	Arr Ells	3	1	2
14	Living Water School	5	0	5
15	Mount Gareth	6	1	5
	Total	72	30	42

DISTRIBUTION OF SAMPLE OF MIZO MEDIUM ELEMENTARY SCHOOLS

Sl.no	Name of schools	N	Male	Female
1	Venghlui Primary School	5	0	5
2	Bawngkawn P/S- I	7	0	7
3	Bawngkawn P/S- IV	5	1	4
4	Durtlang P/S-I	4	2	2
5	Durtlang P/S-III	8	4	4
6	Durtlang P/S-IV	4	1	3
7	Melthum P/S	3	0	3
8	Mission Vengthlang P/S	5	2	3
9	Kulikawn P/S	6	2	4
10	Hlimen P/S	4	4	0
11	Dinthar P/S	5	3	2
12	Saikhamakawn P/S	6	4	2
13	Tlangnuam P/S-I	7	4	3
14	Tlangnuam P/S-III	3	0	3
15	Khatla P/S	6	3	3
	Total	78	30	48