



Organizational Climate: Comparison of High and Low Adopter Secondary Schools in Khyber Pakhtunkhwa, Pakistan

Safdar Rehman Ghazi, Saqib Shahzad, Muhammad Rukhsar, Muhammad Tahir Shah and Karim Nawaz
Institute of Education and Research, University of Science and Technology, Bannu, Khyber Pakhtunkhwa, Pakistan.

ARTICLE INFO

Article history:

Received: 11 February 2013;

Received in revised form:

10 April 2013;

Accepted: 17 April 2013;

Keywords

Organizational Climate,
Low Adopters,
High Adopters,
Secondary Schools,
Khyber Pakhtunkhwa,
Pakistan.

ABSTRACT

Organizational climate plays a key role in the performance of an organization. In schools it directly affects the academic achievement of the students. Therefore, this study was conducted on organizational climate of high and low adopter secondary schools in Khyber pakhtunkhwa, Pakistan. This study was descriptive in nature. Population of this study comprised all the head teachers and teachers of public secondary schools registered with Board of Intermediate and Secondary Education (Kohat, Bannu and Dera Ismail Khan). 120 schools were selected as sample from these 8 boards, 40 schools from each board, out of which 20 high adopter and 20 low adopter schools from each board and from each school 01 head teacher and 04 teachers were selected using equal ratio sampling method. For collection of data simple survey method was applied using a self-developed questionnaire based on five major facets of organizational climate and each facet contained ten statements. To find out and compare the organizational climate of high and low adopter schools Mean, Standard Deviation and t-test were used. It was concluded that the organizational climate of high adopter schools was better than low adopter schools. And there was a close relationship between the organizational climate and students academic achievements. It was hoped that the government of Khyber pakhtunkhwa, policy makers and other authorities will take initiative steps to improve the organizational climate of the schools in Khyber Pakhtunkhwa.

© 2013 Elixir All rights reserved.

Introduction

Organizational climate is developed by the organization. It reflects the struggles of both internal and external people who compose the organization. Owens (2004) related it to such terms as atmosphere, personality, tone, or ethos. According to Tagiuri (1968), organizational climate is used as notion to express the quality of organizational life. However, Hoy and Miskel (1990) offer a specific definition of school climate, "School climate is a relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schools". Kupermine, Leadbeater and Blatt (2001) identified that number and quality of interactions between adults and students is the factor of school climate.

Safe and responsive school climate upgrades the school level and also improves the social, emotional and academic learning of the school (Blum, et.al. 2002; Osterman, 2000). Similarly the researchers suggest that relationship among the school employees is a powerful predictor of adolescent health and academic performance (McNeely, et. al., 2002; Whitlock, 2006). A series of studies has shown that school climate is directly related to academic achievement (Brookover & Lezotte, 1979).

In the research about school administration the climate of the organization is usually the centre of attention. Its only justification is that the climate of the school is taken as the focal point of the school which motivates teachers and students to like the school. Another point in this regard is that the climate of the school has a direct association with the effectiveness of the school. Further research in this field has proved that the

principal of a school indirectly affects student's achievement by providing a learning friendly environment in the school. He is usually unable to affect students' achievement directly (Leithwood and Jantzi, 1990 and Sergovanni, 2001).

Johnson and Johnson (1993) identified academic performance as factor of climate Freiberg (1998) identified feelings of safeness and school size as climate factors while Manning and Saddlemire (1996) identified feelings of trust and respect for students and teachers as climate factors. This shows that school climate is multidimensional and influences students, parents, school personnel and the community.

It can be observed that the condition of interpersonal relationships among the school staff of Khyber Pakhtunkhwa, Pakistan is very bad. Moreover, most of the schools do not have sufficient facilities of drinking water, classrooms and teachers. That's why the literacy rate is not at par with the acceptable level. Therefore, the researchers tried to identify the differences between the organizational climate of the low adopters and high adopters' secondary schools.

Objectives of the study

This study was conducted with the following objectives.

- 1-To know about the organizational climate of the secondary schools in Khyber Pakhtunkhwa, Pakistan.
- 2-To compare the organizational climate of high and low adopter secondary schools in Khyber Pakhtunkhwa.
- 3-To give recommendations in order to improve the organizational climate of the secondary schools.

Hypothesis of the study

This study was guided by the following null hypothesis:

H₀1: There is no significant difference between the organizational climate of high and low adopter secondary schools.

Procedure of the study

This study was descriptive in nature. Population of this study comprised of all the head teachers and teachers of public secondary schools registered with Board of Intermediate and Secondary Education (Kohat, Bannu, and Dera Ismail Khan). On the basis of three years (2008, 2009 and 2010) Secondary School Certificate average result, top scorer schools were considered as high adopter schools while the lowest achiever schools were considered as low adopter schools. For sampling, 120 schools were selected among these boards. In which 40 schools were selected from each board (among three selected boards), 20 high adopter and 20 low adopter schools from each board and from each school 01 head teacher and 04 teachers were selected using equal ratio sampling method. In this way, 600 head teachers and teachers were sampled for this study. Detail distribution of sample is presented in the following table.

Table 1: Distribution of Sample High and Low adopter of public Secondary Schools

Sr.No	Category	Schools	Head Teachers	Teachers
1	High Adopter Secondary Schools Board of Intermediate and Secondary Education, Bannu.	20	20	80
2	Low Adopter Secondary Schools Board of Intermediate and Secondary Education, Bannu.	20	20	80
3	High Adopter Secondary Schools Board of Intermediate and Secondary Education, Kohat.	20	20	80
4	Low Adopter Secondary Schools Board of Intermediate and Secondary Education, Kohat.	20	20	80
5	High Adopter Secondary Schools Board of Intermediate and Secondary Education, Dera Ismail Khan.	20	20	80
6	Low Adopter Secondary Schools Board of Intermediate and Secondary Education, Dera Ismail Khan.	20	20	80
Total		120	120	480

Instrumentation

For collection of data simple survey method was applied using a self-developed questionnaire for head teachers and teachers. The questionnaire consisted of five facets of organizational climate, each facet was measured with ten statements using 5 points Likert scale with assigned weights; strongly disagree = 1, Disagree = 2, Undecided = 3, Agree = 4, strongly agree = 5. Data on selected facets of organizational climate were collected by one of the researchers personally. Cooperation of teachers and head teachers was very good. The questionnaires were filled and return by them in time.

Data analysis

The collected data was entered in SPSS 16, and results were generated according to the objectives of the study. To find out the organizational climate of high and low adopter secondary schools, Mean and Standard Deviation Statistics were used. To find out the significant differences between low and high adopter schools t-test was applied. The outputs were tabulated and interpreted as follows:

Table 2: Comparison between low adopter (N=60) and High adopter (N=60) Schools Organizational Climate

S.No.	Climate category	School Adopter Category	Mean	SD	t	P
1	Organizational Environment	Low Adopter	2.10	.44	-17.51	.00*
		High Adopter	3.68	.55		
2	Interpersonal Relationships	Low Adopter	2.18	.43	-15.25	.00*
		High Adopter	3.66	.62		
3	Organizational Safety	Low Adopter	2.12	.46	-16.03	.00*
		High Adopter	3.73	.63		
4	Teaching Learning	Low Adopter	2.08	.43	-16.75	.00*
		High Adopter	3.71	.62		
5	Job Characteristics	Low Adopter	2.08	.44	-15.77	.00*
		High Adopter	3.67	.64		

*P≤0.05

Table 2 shows that the organizational environment of high adopter schools is better than low adopter schools with Mean=3.68, SD=.55 and Mean=2.10, SD=.44 respectively. P value =.00 which is less than 0.5. It means that there is significant difference between the organizational environments of high and low adopter schools. The Interpersonal Relationships of high adopter schools is better than low adopter schools with Mean=3.66, SD=.62 and Mean=2.18, SD=.43 respectively. P value=.00 which is less than 0.5. It means that there is a significant difference between the Interpersonal Relationships of high and low adopter schools. The Organizational Safety of high adopter schools is better than low adopter schools with Mean=3.73, SD=.63 and Mean=2.12, SD=.46 respectively. P value =.00 that is less than .05 which shows that there is a significant difference between the Organizational Safety of high and low adopter schools. The Teaching Learning of high adopter schools is better than low adopter schools with Mean=3.71, SD=.62 and Mean=2.08, SD=.43 respectively. P value=.00, which also shows that there is a significant difference between the Teaching Learning of high and low adopter schools. The Job Characteristics of high adopter schools is better than low adopter schools with Mean=3.67, SD=.64 and Mean=2.08, SD=.44 respectively. P value (i.e. .00) also shows that there is a significant difference between the Job Characteristics of high and low adopter schools.

Conclusions

It was concluded that:

1. The organizational environment of high adopter schools was better than low adopter secondary schools.
2. The Interpersonal Relationships of high adopter secondary schools was better than low adopter secondary schools.
3. The Organizational Safety of high adopter secondary schools was better than low adopter secondary schools.
4. The Teaching Learning Environment of high adopter secondary schools was better than low adopter secondary schools.
5. The Job Characteristics of high adopter secondary schools was better than low adopter secondary schools.

6. The overall organizational climate of high adopter secondary schools was better than low adopter secondary schools of Khyber Pakhtunkhwa, Pakistan.

7. Organizational environment, interpersonal relationships, organizational safety, teaching learning environment and job characteristics of organizational climate of school plays very important role in student academic performance.

Recommendations

It is concluded that a good organizational climate of schools plays an important role in the high academic achievement of the students. It is hoped that the government of Khyber Pakhtunkhwa, Pakistan, policy makers, stakeholders and other authorities will take steps in this regard. They may take following steps for this purpose:

1. For the improvement of the school environment the head of the schools needs to improve the cleanliness standard, discipline, and availability of fresh water, availability of lights, fans and proper science laboratories facilities in the school.

2. Interpersonal relationships among school individuals (teachers, students) may be improved by supporting, respecting each other, and sharing knowledge, ideas and information among themselves.

3. For improvement of the safety of the organization; management should ensure that there are proper rules in the school and every one knows about the rules. There should be proper security check on the gates of the schools.

4. To improve the teaching and learning process in schools it is suggested that professionally qualified teachers may be appointed on merit. Teachers must be regular and punctual. They should check the homework of the students regularly and should use A.V aids (black board, chalk, charts and models etc.) on need basis. Heads should have the counter check of the work of each teacher. He should ensure that the laboratories are fully equipped and periods are taken regularly. Extra coaching classes should be taken for weak students. This facet of the organizational climate was found very weak, therefore, management should give special attention to improve teaching and learning in schools.

5. For the improvement of the job characteristics, government should give special status to the teachers so that they feel greatness and satisfied from their current job. Society may give special respect to teachers. Government may adopt a special service structure for teachers so that their promotion may be rapid and their salary should be sufficient for their requirements so that they can perform their duty sincerely.

References

Blum, R.W., McNeely, C.A., & Rinehart, P.M. (2002). Improving the odds: The untapped power of school to improve

the health of teens. Minneapolis: University of Minnesota, Center for adolescent health and development.

Brookover, W.B., & Lezotte, L. W. (1979). Changes in school characteristics coincident with changes in student achievement (Occasional paper No 17). East Lansing: Michigan State University, East Lansing Institute for Research in Teaching. (ERIC Document Reproduction service No ED 181 005).

Freiberg, H.J. (1998). Measuring school climate: let me count the ways, *Educational Leadership*, 56(1), 22-26

Hoy K.W. and Miskel G. C. (1990). *Educational Administration: Theory, Research and Practice* 4th ed., (New York: McGraw-Hill), p.22 Neighborhood Schools Initiative: Improving school climate is everybody's business.

Johnson, W.L. and Johnson, A.M. (1993), Assessing the validity of scores on the Charles F. Kettering scale for the junior high school. *Educational and psychological measurement*, 57(5), 858-869.

Kupermine, G., Leadbeater, B., Emmons, C., and Blatt, S. (2001). Perceived school climate and difficulties in the social adjustment of middle school students. *Applied Developmental science*, 1(2), 76-88.

Leithwood, K., and Jantzi, D. (1990). Transformational leadership: How principals can help reform school cultures. *School Effectiveness and school improvement*, 1(4), 249-280.

Manning, M. L., and Saddlemire, R. (1996). Developing a sense of community in secondary schools, national association of secondary school principal. *NASSP Bulletin*, 80(584).

McNeely, C.A., Nonnemaker, J.M., & Blum, R.W. (2002). Promoting students connectedness to school: Evidence from the National Longitudinal Study of Adolescent Health. *Journal of School Health*, 72, 138-146.

Osterman, K.F. (2000). Students' need for belonging in the school community. *Review of Educational Research*, 70, 323-367.

Owens, R.G. (2004) *Organizational behavior in Education: Adaptive leadership and school reform* (8 ed.) Boston, MA: Allyn and Bacon.

Sergiovanni, T.J. (2001). *The principal ship: a reflective practice perspective*, 4th ed. Needham heights, MD: Allyn and Bacon.

Tagiuri, (1968) "The concept of organizational climate", Boston: Harvard University.

Whitlock, J.L. (2006). Youth perceptions of life in school: Contextual correlates of school connectedness in adolescence. *Applied Developmental Science*, Vol. 10, 1, 13-29.