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RESEARCH ARTICLE

ORGANIZATIONAL CLIMATE AND JOB ANXIETY OF PRIMARY SCHOOL TEACHERS

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ABSTRACT

In this study an attempts has been made to find out the relationship between organizational climate and job anxiety of primary school teachers. The sample consisted of 100 teachers selected randomly from various public and private primary schools. A set of tools containing organizational climate and job anxiety was used to gather information. The data were analyzed by t-test and person's coefficient correlation. The results revealed that I. no significant difference was found in organizational climate between male and female teachers II. Significant relationship was found in job anxiety between male and female teachers III. It was also found that significant and positive correlation between organizational climate and job anxiety.

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INTRODUCTION

The term organizational climate was coined in 1939 following a study of children's school clubs by Lewin and his colleagues. Organizational climate is a relatively quality of an organizational environment distinguishing it from other organizations which results from the behaviour and policies of members of organizations, especially top management, which is perceived by members of the organization, which served as a basis for interpreting the situation and acts as a source of pressure for directing activity. Every educational organization has a climate that distinguishes it from other schools and influences behaviour and feeling of teachers and students for that school (Sergiovanni and Starraf, 1988). Organizational climate of an educational institution is the product of the relationships between the Head Masters and his staff, between teachers and his students and of the teacher among themselves. The interaction takes place within the psychological frame work of the institutions as they fulfill their prescribed roles while satisfying their individual needs. The pioneer work in this field was done by Halpin and Crafts (1963) who define climate of the school with reference to the behavior of the teachers and the principals. Good climate helps an individual to keep successfully in the right place. School climate plays a significant role in shaping the citizens of a nation because schools are social institutions (Getzel and Guba, 1957). An atmosphere in which the school conducts itself is technically known as its organizational climate. Climate is widely defined as the shared perception of "the ways things are around here".

More specifically, climate is shared perceptions of organizational practices and procedures, both are formal and informal. School climate refers to the attitudes, beliefs, values and norms that underlie the instructional practices and the operation of a school (McEvoy 2000). According to Srivastva (1985). Anxiety is "employees" predisposition to emotional tension caused by him generalized feelings of vague fear, insecurity and apprehension in respect to one several constituents of his job life. People's life in existing civilization has happen to more diversely challenging, complex, unthinking and dependent, is running by the clock. In growing need and aspirations, pressures of meeting deadline, high competition, increasing job responsibility, uncertainty of future and lack of social support in the workplace have created anxiety and made the life majority of individuals miserable in modern society. He defines job anxiety as "a generalized feeling of vague fear and apprehensive mental state of an employee regarding various "job content factor" in relation to his frame of reference". According to Allam and Koteshwar (2005) It is a general psychological fact that the individual becomes anxious more frequently about the work to which he develops a deep concern and is psychologically identified. The new challenges have posed greater job anxiety among all categories of employees working at different level among various types of organizations. The educational structure of any country starts with primary and high school education. A strong foundation for education is to be laid at these stages and the teachers at the primary and high school levels have a pivotal role play. The related literature of review has failed to explore any of the study which has attempted to differentiate between the teachers of public and private primary schools on organizational climate and job anxiety. Thus, keeping in view the present study is designed to focus on the significance between organizational

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climate and job anxiety of primary school teachers. The investigator feels that such study would give an insight to teachers and will enhance the performance of the teachers. Better school climate can reduce the teacher's job anxiety. School climate must provide feelings of job security and encouraging environment for teaching free of fear.

Objectives: following are the objectives of the present study

- 1.To study the organizational climate between male and female teachers
- 2.To study the job anxiety between male and female teachers
- 3.To know the correlation between organizational climate and job anxiety.

Hypotheses

- 1.There would be no significant difference in organizational climate between male and female teachers
- 2.There would be no significant difference in job anxiety between male and female teachers
- 3.There would be significant correlation between organizational climate and job anxiety

Sample: Hundred primary school teachers were selected using simple random method from Yadagiri city of North Karnataka-INDIA. The selected teachers were working in public and private primary schools.

METHODS

- 1.Organizational Climate Description Questionnaire by Motilal Sharma (1978) was used to measure the School Organizational Climate. It consists of 64 statements and 8 sub areas. Higher the score on this scale indicates higher the organizational climate. The scale was found to have a reliability ranging from .34 to .81 and a validity of scale is 63.
- 2.Job Anxiety scale developed by Srivastava, A.K. (1977) was used to measure the job anxiety. It has 80 statements and 7 sub areas namely, security, recognition, human relation at work, reward and punishment, self esteem, future prospects, and capacity to work. Higher the score on this scale indicates higher the job anxiety. The test-retest reliability of scale is.81.

Test administration: organizational climate and job anxiety description, scales were administered individually as well as on small group of teachers by the researcher personally in their respective working places.

Statistical tools: The following statistical techniques were used to analysis the data.

- t-test
- Pearson's coefficient of correlation.

RESULTS AND DISCUSSION

Table 1. Shows the mean, SD and t-test of organizational climate of male and female teachers

Variable	Male=50		Female=50		T
Organizational Climate	206.90	32.90	208.90	21.52	0.360 NS

NS- Not significant

Table no 1 reveals that there is no significant relationship in the organizational climate of primary school teachers (males mean =206.90, SD=32.90, females mean=208.90, SD=21.52 and $t=0.360$ NS) this result indicates that the females teachers are scored little high on organizational climate than the male teachers. It means that the school climate may have negative influence towards the teachers attitude's, may be because of heavy work load, enough salary to manage the family with personal belongingness, lack of social support, lack of family support, inferiority complex, negative thoughts about work place, lack of mutual understanding within the staff, mental tension. Hence HO 1 there would be no significant difference in organizational climate between male and female teachers is accepted. Thus, studies considered on male and female teachers are quoted to support the present findings. Milner and Khoza (2008) studied teachers stress and school climate across schools and found that there was no significant difference between male female in organizational climate. Whereas, Zeenat (2012) studied organizational climate and found that there is significant difference between male and female teachers, male teachers are more satisfied with their organizational climate than their counterparts and the result is significant at $p<0.01$.

Table 2. Shows the mean, SD and t-test of organizational climate of male and female teachers

S.No.	Variable	Male=50		Female=50		t
		Mean	SD	Mean	SD	
1	Security	2.26	2.05	5.82	2.21	8.31*
2	Recognition	2.34	1.56	5.60	2.88	7.02*
3	Human relation at work	2.80	2.50	6.46	2.85	6.81*
4	Reward and punishment	3.20	2.33	6.08	3.07	5.28*
5	Self esteem	2.32	1.43	6.24	2.43	9.80*
6	Future prospectus	2.88	1.49	6.04	2.34	8.03*
7	Capacity to work	3.28	2.06	5.88	2.45	5.73*
	OVERALL JOB ANXIETY	18.90	9.26	42.12	5.30	15.38*

Significant at 0.05level

Table no 2 reveals that overall and sub dimension wise there is significant difference in the job anxiety of primary school teachers. Higher scores on job anxiety indicate higher job anxiety. The analysis of result reveals that, overall female teachers have scored higher and have high job anxiety than the male teachers (males mean =18.90, SD=9.26, females mean=42.12, SD=5.30 and $t=15.38^*$ $p<0.05$). The probable reason for this that female teachers have more expectations than the male teachers. May be because of the salary is not adequate to manage the family needs and personals. Hence the HO 2 there would be no significant difference in job anxiety between male and female teachers is rejected. Whereas Sing and Mohanty (1996) found that there is significant difference in job anxiety that male workers are having higher job anxiety than their counterparts.

Table 3. Shows the correlation between organizational climate and job anxiety

Variable	r-value
Organizational climate and job anxiety	.091**

** Significant at 0.01 level

Table no 3 shows correlation =.091** at $p<0.01$ which reveals that taking into consideration the total sample there is

significant correlation between organizational climate and job anxiety. Thus correlation is positive and significant correlation between organizational climate and job anxiety. It means that the teachers who have scored lower on OC have higher job anxiety than those teachers who have scored higher on OC. Hence the HO 3 there would be significant correlation between organizational climate and job anxiety is accepted. Whereas Amrut G.K (2010) found that there is significant correlation between organizational climate and job anxiety.

Conclusion

- There is no significant difference in organizational climate between male and female teachers.
- Female teachers are facing higher job anxiety than the male teachers
- Positive and Significant correlation found between organizational climate and job anxiety.

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