RESEARCH PAPER

Comparative Study of Different Organizational Environment of Secondary Schools of Allahabad District

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ABSTRACT

Present study titled 'To Comparative Study of Different Organizational Environment of Secondary Schools of Allahabad District' conducted on government and private schools of Allahabad District. Descriptive survey method was implied to collect the data of the study. 600 teachers have been selected by using multi stage stratified random sampling technique as a sample of the study. These schools are selected on the basis of locale and type of school from the secondary schools of Allahabad District. Organizational Environment constructed by Prof. K.S. Mishra scale have been used to collect the data. Descriptive and inferential statistics (mean, standards derivation, t-value and ANOVA) have been used for analyzing and interpreting the data and its finding are conducted as: 1. There is no significant difference in Organizational Environment and its dimensions as Creative Stimulation, Cognitive Encouragement and Permissiveness between Government and Private Secondary Schools. Difference may be due to sampling error or statistical error. While there is significant difference in Rejection and Control between Government and Private Secondary Schools and Organizational Environment of Private secondary schools, according to Creative Stimulation, Acceptance and Rejection are comparatively better than Government secondary schools. 2. There is no significant difference in Organizational Environment and its dimensions as Creative Stimulation, Cognitive Encouragement, Acceptance and Rejection between Rural and Urban secondary schools while there is significant difference in Permissiveness and Control between Rural and Urban Secondary Schools. Organizational Environment of Urban secondary schools according to Permissiveness and Control are comparatively better than rural secondary schools.
Key words: *Secondary Schools, Organizational Environment, Allahabad District*

INTRODUCTION

Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement. Furthermore they can be expected to mediate the effects of job-related policies- such as changes in curricula for teachers' initial education or professional development- on student learning.

Teachers are more inclined to regard students as active participants in the process of acquiring knowledge than to see the teacher's main role as the transmission of information and demonstration of 'correct solutions'. In the classroom, teachers in all countries put greater emphasis on ensuring that learning is well structured than on student-oriented activities which give them more autonomy. Both of these teaching practices are emphasized more than enhanced learning activities such as project work. This pattern is true in every country.

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognize facts but also provides him with a readymade system of signs. It imposes on him a series of obligations. Two environments home and school share an influential space in child's life and there exists a unique juxtaposition between the two (Tucker & Bernstein, 1979). According to Sagar and Kaplan (1972), by its very nature, the family is the social-biological unit that exerts the greatest influence on the development and perpetuation of the individual's behaviour. Next to family, the school is the most important experience in the process of child development. When the child enters the school area, he or she is presented with new opportunities in terms of socialization and cognitive development. These

opportunities are provided in different measures in different schools and may have a direct impact on the cognitive and affective behaviours of students. The nature of this impact can be understood if we devote our research energies to find out the environment variables that are most effective in promoting optimum development of each child's potentialities.

The concept of the organizational environment of an educational institution is relatively new, recognizing that schools differ among themselves remarkably in their architecture or in such obvious characteristics as the ethnic composition of their student populations. The experienced principals are quick to sense, or to 'feel', the individuality of a school. Sometimes this individuality is called the atmosphere of a school; other popular labels include the tone of the school, the school's Environment, or the school personality or culture of a school.

NEED AND JUSTIFICATION

Educational institutions can play a great role by providing attractive and conducive environment that will motivate the teachers and enhance their commitment to their career and organization. Education is a teacher-driven business. Teachers play an important role in educating the future members of society through their work in schools. The quality of education system and the profession of educators within the system depend mainly on teachers who are responsible for guiding, and carrying out most of the important tasks and activities in educational institution.

If a teacher has social and emotional competencies, can recognize their emotions, emotional patterns, and tendencies and knows how to generate and use emotions which will create joy and enthusiasm to motivate learning in themselves and others.

At last we can say that Organizational Environment together play a very important role in the overall development of the secondary school teachers as well as the educational organization. All the factors we have studied contains numerous positive effects which assist the teacher in providing their guidance to all the secondary school students in such a way so that they can achieve higher results in their academic as well as personal life. These three factors develop the cognitive abilities among the teachers and the students in a systematic manner however, patience in maintaining these factors is also essential because situation tends to vary from time to time. Teacher cannot find only positive students everywhere but they should develop the skills of positivity into them by working on these three factors.

The falling standard of education and erosion of values in the present society has prompted me to study the organization environment of secondary school.

OBJECTIVES OF THE STUDY
1. To find out the Organizational Environment of Government and Private Secondary School.
2. To study the Organizational Environment of Rural and Urban Secondary Schools.

HYPOTHESES OF THE STUDY
1. There is significant difference in Organizational Environment between Government and Private Secondary Schools
2. There is significant difference in Organizational Environment between Rural and Urban Secondary Schools.

OPERATIONAL DEFINITION

Organizational Environment, for the organizational environment in the context of school it is the school environment. Which is a conducive atmosphere/ environment/ setup where in the administration, faculty, students and as well as infrastructure facilitate to achieve the goal for which it is established. The component of school environment includes- Creative stimulation, Cognitive Encouragement, Permissiveness, Acceptance, Rejection and Control.

DELIMITATION OF STUDY
1. Government and Private Secondary schools were considered for the purpose of study.
2. Government and Private Secondary school teachers of urban and rural areas were taken into consideration.

RESEARCH METHODOLOGY

Method: In the present study survey method of Descriptive research under the quantitative research methods were utilized to test the hypotheses proposed.

Population: The population for the present study consists of all teachers teaching in secondary schools of Allahabad District; both Government and Private and rural and urban secondary schools that recognized by Madhyamik Shiksha Parishad, Uttar Pradesh.

Sample: Sample involved in the present study consisted of 600 (300 males and 300 females) secondary school teachers teaching in the urban and rural areas of Allahabad District.

Sample Technique: Stratified random sampling technique was used for collecting data.

Tool used: In this study School Environment Inventory (SEI) Prepared by Prof. K.S. Mishra will be used for Organizational Environment. The component of School Environment Inventory (SEI) in this includes- Creative stimulation, Cognitive Encouragement, Permissiveness, Acceptance, Rejection, Control.

ANALYSIS AND INTERPRETATION OF DATA

The data collected from the secondary schools of Allahabad were put to statistical treatment. The hypothesis framed was statistical tested and the following result was obtained:-

Objective 1: To study the Organizational Environment of Government and private secondary schools of Allahabad.

Hypothesis Ho: There is no significance difference in the Organizational Environment of Government and private secondary schools of Allahabad.

Research Hypothesis H$_1$: There is significance difference in the Organizational Environment of Government and private secondary schools of Allahabad.

The first main objective of the study was to study the Organizational Environment Government and private secondary schools of Allahabad. In order to find out whether there exists any significance difference in Organizational Environment of Government and private secondary schools of Allahabad. Descriptive analysis frequency count and percentage and further analysis by inferential statistics t-test are computed and the results of analysis are shown in the table 1

Table 1: Mean, SD and t-ratio showing difference between Government and Private Secondary Schools with respect to Organizational Environment and its dimensions

Source	Type of School	N	Mean	S. D.	t-ratio
Creative Stimulation	Government	300	57.18	10.981	.687
	Private	300	56.55	11.364	
Cognitive Encouragement	Government	300	27.24	6.903	.032
	Private	300	27.22	5.973	
Acceptance	Government	300	24.76	5.898	**2.756***
	Private	300	26.06	5.652	
Permissiveness	Government	300	25.47	6.455	.537
	Private	300	25.73	5.196	
Rejection	Government	300	19.73	5.693	**2.361***
	Private	300	20.81	5.476	
Control	Government	300	26.46	6.575	**2.015***
	Private	300	27.52	6.310	
Overall Organizational Environment	Government	300	180.84	27.018	1.394
	Private	300	183.89	26.556	

*Significant at .05 level of significance,

From the Table 1 it is clear that the calculated value of t-ratio of Organizational Environment is 1.394 which is less than the table value which is significant at 0.05 level. Therefore the null hypothesis stating that 'There is no significant difference in Organizational Environment between Government and Private Secondary Schools' is accepted and the research hypothesis is rejected 'There is significant difference in Organizational Environment between Government and Private Secondary Schools'. The calculated value of t-ratio of following dimensions of Organizational Environment as Creative Stimulation, Cognitive Encouragement and Permissiveness is also not significant at 0.05 level. Hence it is stated that there is no significant difference in Organizational Environment between Government and Private Secondary Schools and there is no significant difference in the following dimensions of Organizational Environment as Creative Stimulation-.687, Cognitive Encouragement-.032 and Permissiveness- .537 between Government and Private Secondary Schools. Table no. 4.1.1A shows that t-ratio related to following dimensions of Organizational Environment like Rejection - 2.361 and Control - 2.015 is significant at .05 level. Hence it is stated that there is significant difference in Rejection and Control between Government and Private Secondary Schools. This finding is supported by Ranjan Bala (2017)

Objective 2: To study the Organizational Environment of Rural and Urban secondary schools of Allahabad

Hypothesis Ho: There is no significance difference in the Organizational Environment of Rural and Urban secondary schools of Allahabad

Research Hypothesis H₁: There is significance difference in the Organizational Environment of Rural and Urban secondary schools of Allahabad
The second main objective of the study was to study the Organizational Environment Rural and Urban secondary schools of Allahabad. In order to find out whether there exists any significance difference in Organizational Environment of Rural and Urban secondary schools of Allahabad. Descriptive analysis frequency count and percentage and further analysis by inferential statistics t-test are computed and the results of analysis are shown in the table 2.

Table 2: Mean, SD and t-ratio showing difference between Rural and Urban Secondary Schools with respect to Organizational Environment and its dimensions

Source	Area	N	Mean	S. D.	t-ratio
Creative Stimulation	Rural	300	57.09	10.994	.497
	Urban	300	56.64	11.355	
Cognitive Encouragement	Rural	300	27.58	6.893	1.349
	Urban	300	26.87	5.963	
Acceptance	Rural	300	25.18	6.145	.984
	Urban	300	25.65	5.450	
Permissiveness	Rural	300	26.11	6.752	**2.161***
	Urban	300	25.08	4.750	
Rejection	Rural	300	20.34	5.808	.313
	Urban	300	20.20	5.406	
Control	Rural	300	25.58	6.983	**5.487***
	Urban	300	28.41	5.553	
Overall Organizational Environment	Rural	300	181.89	24.944	.437
	Urban	300	182.84	28.586	

From the Table 2 it is clear that the calculated value of t-ratio of Organizational Environment is .437 which is less than the table value significant at 0.05 level. Therefore the null hypothesis stating that 'There is no significant difference in Organizational Environment between Rural and Urban

Secondary Schools' is accepted and the research hypothesis is rejected 'There is significant difference in Organizational Environment between Rural and Urban Secondary Schools'. The calculated value of t-ratio of following dimensions of Organizational Environment as Creative Stimulation, Cognitive Encouragement, Acceptance and Rejection is also not significant at 0.05 level. Hence it is stated that there is no significant difference in Organizational Environment between Rural and Urban secondary schools and there is no significant difference in following dimensions of Organizational Environment as Creative Stimulation -.497, Cognitive Encouragement -1.349, Acceptance -.984 and Rejection -.313 between Rural and Urban Secondary Schools. Table no. 4.11 shows that t-ratio related to following dimensions of Organizational Environment like Permissiveness -2.161 and Control -5.487 is significant at .05 level. Hence it is stated that there is significant difference in Permissiveness and Control between Rural and Urban Secondary Schools. A similar result was found by Nwachukwu, Philip O., *et al* (2014).

SUMMARY AND CONCLUSIONS
Sample of 600 secondary school teachers including government and private school teachers; rural and urban school teachers; male and female teachers of secondary schools. The sample was drawn using stratified random sampling method. Present study carried out in different secondary school in Allahabad district. Mean, SD and t test were computed for testing the validity of the hypotheses. Following conclusions were drawn from the results:-
1. There is no significant difference in Organizational Environment and its dimensions as Creative Stimulation, Cognitive Encouragement and Permissiveness between Government and Private Secondary Schools. Difference may be due to sampling error or statistical error. While there is significant difference in Rejection and Control between Government and Private Secondary Schools and Organizational Environment of Private secondary schools, according to Creative Stimulation, Acceptance and Rejection are comparatively better than Government secondary schools.
2. There is no significant difference in Organizational Environment and its dimensions as Creative Stimulation, Cognitive Encouragement, Acceptance and Rejection between Rural and Urban secondary schools. While there is significant difference in Permissiveness and Control between Rural and Urban Secondary Schools. Organizational Environment of Urban secondary schools according to Permissiveness and Control are comparatively better than rural secondary schools.

EDUCATIONAL IMPLICATION
One of the important studies to indicate that there is no significant difference in Organizational Environment and its dimensions as Creative Stimulation, Cognitive Encouragement and Permissiveness between Government and Private Secondary Schools. But there is significant difference in Rejection and Control between Government and Private Secondary Schools .In educational research, the selection of the problem is generally conditioned by the scope of improvement in the field of education, but the problem was selected, must have an impact for improvement on the academic as well as education side. Stress in job or confrontation with reality which is totally different from one's expectations and dreams, gives a teacher the strength for transforming herself or himself into a powerful person. This study will fill a vacuum. Since no such type of study has been conducted in this aspect with Teachers of Secondary School Teachers, findings of the study are immense help to teachers, administrators, parents, curriculum planners, and principal and education policy maker. The study will also be helpful to counselor and other persons who are actively involved in research.

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