



Study of Effect of Socio Economic Status of Students With Respect to Organizational Climate of Kittur Rani Chennamma Residential Schools in Learning Process

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Abstract

School organization climate has long been recognized as having an important effect on student learning and achievement (Agnew, 1981, Anderson, 1982, Strong & Jones, 1991, Fraser 1994, Bulach, Malone & Castleman, 1995). The present research was a forward step for betterment of education of the girl students studying in special schools of Kittur Rani Chennamma Residential (KRRCR) Schools. The present study was undertaken to assess the effect of Socio Economic Status of Students with respect to organizational climate of the girls of Kittur Rani Chennamma Residential Schools in learning process. Further study also made an attempt to compare the perceived organizational climate and its relation with Socio Economic status of students on learning process. The sample of the study comprises of 750 girls of Kittur Rani Chennamma Residential school, Navalagund, Hire Honnalli, Betadur of Dharwad District out of which 300 samples were selected. The standard p-value is 0.05 if the optioned p-value is higher than the standard p-value (0.05) the hypothesis is rejected. If the obtained p-value is less than the standard p-value (0.05) the hypothesis is accepted.

Keywords: Organizational Climate, Socio Economic Status, Residential Schools, Students of KRRCR School

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INTRODUCTION

The Karnataka Residential Educational Institutions Society's School System is a unique experiment unparalleled in the annals of school education in the State as like that of Navodaya Vidyalayas in India. Its significance lies in the selection of talented rural children as the target group and the attempt to provide them with quality education comparable to the best in a residential school system. Present study was undertaken to assess the impact of SES with respect to Organizational climate and its dimensions which is more important in deciding the qualitative education of the Institutions.

The climate of a school is one of the most important ingredients of a successful instructional program (Hoyle, English & Steffy, 1985) and "without a climate that creates a harmonious and well-functioning school, a high degree of academic achievement is difficult, if not downright impossible to obtain" (Hoyle et.al.1985, P.15).

The Socio-emotional climate of the school is an important aspect of education and it contributes to the satisfaction of pupils needs, development of their attitudes and to the nature of learning that takes place. The perception of the students of their school is supposed to affect their motivational and behaviour, hence, all the dimensions of their development.

The organization with different forms and functions may share bureaucratic activities and norms but develop different and distinctive normative climate (Kant & Khan, 1978). Organizational climate is defined as a set of perceived attributes of an organization and its sub-systems as reflected in the ways the organization deals it members, groups and issues. Renaton (1968) defined organizational climate as a relatively enduring of the internal environment I.e., experienced by the members, influences their behaviour and can be described in terms of values of a particular set of characteristics of the organization.

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Organizational stands for an organized body or system or structure or frame. It provides a mechanism or set up for doing work. It is concerned with provision of material, human facilities, institutional plan facilities and services required for running an institution.

Tosi, et al., (1978) opined that an organizational develops and maintains relatively stable and predictable behaviour pattern even though the individual in the organization may change.

Thus, organizational can now be defined as a highly complex social system composed of the most complex organizers i.e., the human being interacting with each other and are interdependent ingredients of the interaction phenomena where the interaction take place between two dimensions, namely the social and psychological dimensions of the social system.

G. A. Forehand defined climate as a set of organizational properties which might influence the behaviour of the individuals in organization.

Forehand and Gilmer after restating the widely held promise that, "behaviour was function of the interaction between personal characteristics and environmental variables, defined climate as set of organizational properties which influence the behaviour of the individual in organizations.

Forehand & Glimer (1964) defined organizational climate as a set of characteristics that describes organization

- a) Distinguishes one organization from the other organization
- b) Is relatively enduring over time and
- c) Influence behaviour of people in the organization.

STATEMENT OF THE PROBLEM

The main objective of the study is to investigate the socio economic status influence on organization climate of students studying in KRCR school. The study intended to investigate whether high and low SES influences on organizational climate of the students.

OBJECTIVES OF THE STUDY

To study the relationship between low and high SES background girls students studying in KRCR Schools with respect to:

- Organizational Climate and its dimensions.
- Teachers support.
- Classroom Management.
- Relation with Teacher.
- Sense of belonging to School.

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- Attitude towards school learning outcomes.
- Attitude towards school learning activities.

HYPOTHESES OF THE STUDY

There is no significant difference between low and high SES background girls students studying in KRCR Schools with respect to :

- Organizational Climate and its dimensions.
- Teachers support.
- Classroom Management.
- Relation with Teacher.
- Sense of belonging to School.
- Attitude towards school learning outcomes.
- Attitude towards school learning activities.

METHODOLOGY

The research employs a descriptive survey method.

Sample: The sample of the study was comprised of girls out of which 300 samples of Kittur Rani Chenamma School, Navalgund, Hirehonnalliand Betadur schools were selected as subjects from both Rural & Urban locality.

TOOLS USED

Organizational climate questionnaire / scale developed by PISA international study.

STATISTICAL TECHNIQUE

The study used independent sample t test for analysis.

TESTING HYPOTHESIS USING INFERENTIAL STATISTICAL ANALYSIS

HYPOTHESIS-1:

There is a significant difference between low and high SES background girls' students studying in KRCR Schools with respect to Organizational Climate and its dimensions.

Table-1: Showing SES wise comparison of organizational climate scores of girls' students of KRCR schools.

Variable	SES Background	N	Mean	SD	t-value	p-value	S/NS
Organizational Climate	Low	165	90.6121	3.51926	18.192	.000	S
	High	135	96.9259	2.47564			

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From the above table it has been evident that the mean score of Organizational Climate scores of Low SES students is 90.6121 and High SES students is 96.9259 with corresponding S.D. are 3.51926 and 2.47564. The obtained t value is 18.192 and p value is .000 ($p < .05$). So the hypothesis “There is a significant difference between low and high SES girls’ students studying in KRCR School with respect to Organizational Climate and its dimensions” has been retained at .05 level of significance, $t(298) = 18.192, p = .000$.

Thus result reveals that High SES background students have higher Organizational Climate scores than the Low SES background students studying in KRCR School.

HYPOTHESIS-2:

There is a significant difference between low and high SES background girls’ students studying in KRCR Schools with respect to Teachers support.

Table-2 : Showing SES wise comparison of Teachers Support scores of girls students of KRCR schools.

Variable	SES Background	N	Mean	SD	t-value	p-value	S/NS
Teachers Support	Low	165	14.1818	0.75927	18.953	.000	S
	High	135	15.5778	0.51058			

With respect to dimension Teacher Support, the above table indicate that the mean scores of Low SES student is 14.1818 and High SES students is 15.5778 with corresponding S.D. are 0.75927 and 0.51058. The obtained t value is 18.953 and p value is .000 ($p < .05$). So the hypothesis “There is a significant difference between High and Low SES girls’ students studying in KRCR Schools with respect to Teacher Support” has been retained at .05 level of significance, $t(298) = 18.953, p = .000$.

Thus result reveals that High SES background students have higher Teacher Support scores than the Low SES background students studying in KRCR School.

HYPOTHESIS-3:

There is a significant difference between low and high SES background girls’ students studying in KRCR Schools with respect to Classroom Management.

Table-3 : Showing SES wise comparison of Classroom Management scores of girls students of KRCR schools.

Variable	SES Background	N	Mean	SD	t-value	p-value	S/NS
Classroom Management	Low	165	13.4000	0.75547	12.083	.000	S
	High	135	14.3259	0.57080			

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With respect to dimension Classroom Management, the above table indicate that the mean scores of Low SES student is 13.4000 and High SES students is 14.3259 with corresponding S.D. are 0.75547 and 0.57080. The obtained t value is 12.083 and p value is .000 ($p < .05$). So the hypothesis “There is a significant difference between High SES and Low SES girls’ students studying in KRCR School with respect to Teacher Support” has been retained at .05 level of significance, $t(298) = 12.083, p = .000$.

Thus result reveals that High SES background students have High Classroom Management scores than the Low SES background students studying in KRCR School.

HYPOTHESIS-4:

There is a significant difference between low and high SES background girls’ students studying in KRCR Schools with respect to Relation with Teacher.

Table-4 : Showing SES wise comparison of Relation with Teacher scores of girls students of KRCR schools.

Variable	SES Background	N	Mean	SD	t-value	p-value	S/NS
Relation with Teacher	Low	165	16.9455	0.93870	17.926	.000	NS
	High	135	18.5556	0.60676			

With respect to dimension Relation with Teacher, the above table indicate that the mean scores of Low SES student is 16.9455 and High SES students is 18.5556 with corresponding S.D. are 0.93870 and 0.60676. The obtained t value is 17.926 and p value is .000 ($p < .05$). So the hypothesis “There is a significant difference between High and Low SES girls’ students studying in KRCR School with respect to Relation with Teachers” has been retained at .05 level of significance, $t(298) = 17.926, p = .000$.

Thus result reveals that High SES background students have higher Relation with Teacher scores than the Low SES background students studying in KRCR School.

HYPOTHESIS-5:

There is a significant difference between low and high SES background girls’ students studying in KRCR Schools with respect to Sense of belonging to School.

Table-5: Showing SES wise comparison of Sense of belonging to School scores of girls’ students of KRCR schools.

Variable	SES Background	N	Mean	SD	t-value	p-value	S/NS
Sense of belonging to School	Low	165	24.0000	0.00000	21.606	.000	S
	High	135	22.8296	0.62939			

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With respect to dimension Sense of Belonging to school, the above table indicate that the mean scores of Low SES student is 24.0000 and High SES students is 22.8296 with corresponding S.D. are 0.00000 and 0.62939. The obtained t value is 21.606 and p value is .000 ($p < .05$). So the hypothesis “There is a significant difference between High SES and Low SES girls’ students studying in KRCR School with respect to Sense of Belonging to school” has been retained at .05 level of significance, $t(298) = 21.606, p = .000$.

Thus result reveals that High SES background students have low scores of Sense of Belonging to school than the Low SES background students studying in KRCR School.

HYPOTHESIS-6:

There is no significant difference between low and high SES background girls’ students studying in KRCR Schools with respect to attitude towards school learning outcomes.

Table-6: Showing SES wise comparison of attitude towards school learning outcomes scores of girls’ students of KRCR schools.

Variable	SES Background	N	Mean	SD	t-value	p-value	S/NS
Attitude towards school learning outcomes	Low	165	9.0303	0.52294	23.332	.000	S
	High	135	10.7333	0.70393			

With respect to dimension Attitude towards School Learning Outcomes to school, the above table indicate that the mean scores of Low SES student is 9.0303 and High SES students is 10.7333 with corresponding S.D. are 0.52294 and 0.70393. The obtained t value is 23.332 and p value is .000 ($p < .05$). So the hypothesis “There is a significant difference between High SES and Low SES girls’ students studying in KRCR School with respect to Attitude towards School Learning Outcomes” has been retained at .05 level of significance, $t(298) = 23.332, p = .000$.

Thus result reveals that High SES background students have higher Attitude towards School Learning Outcomes to school scores than the Low SES background students studying in KRCR School.

HYPOTHESIS-7:

There is no significant difference between low and high SES background girls’ students studying in KRCR Schools with respect to attitude towards school learning activities.

Table-7: Showing SES wise comparison of attitude towards school learning activities scores of girls' students of KRCR schools.

Variable	SES Background	N	Mean	SD	t-value	p-value	S/NS
Attitude towards school learning activities	Low	165	13.0545	.86430	18.766	.000	S
	High	135	14.9037	.83643			

With respect to dimension Attitude towards School Learning Activities, the above table indicate that the mean scores of Low SES student is 13.0545 and High SES students is 14.9037 with corresponding S.D. are .86430 and .83643. The obtained t value is 18.766 and p value is .000 ($p < .05$). So the hypothesis "There is a significant difference between High SES and Low SES girls' students studying in KRCR School with respect to Sense of Belonging to school" has been retained at .05 level of significance, $t(298) = 18.766, p = .000$.

Thus result reveals that High SES background students have Attitude towards School Learning Activities scores than the Low SES background students studying in KRCR School.

MAJOR FINDINGS

The study found that there is significant difference between low SES and High SES girls studying in KRCR school with respect to organizational climate at 0.05 level of significance $t(298) = 18.192, p = 0.000$. Whereas dimension wise comparison also reveals that low and high SES girls students studying in KRCR school with respect to dimension teacher support 0.05 level of significance is $t(298) = 18.953, p = 0.000$, dimension classroom management at 0.05 level of significance $t(298) = 12.083, p = 0.000$, dimension relation with teacher at 0.05 level of significance $t(298) = 17.926, p = 0.000$, dimension Sense of belonging to school at 0.05 level of significance $t(298) = 21.606, p = 0.000$, dimension attitude towards school learning outcomes at 0.05 level of significance $t(298) = 23.332, p = 0.000$ and dimension attitude towards school learning activities at 0.05 level of significance $t(298) = 18.766, p = 0.000$.

CONCLUSION

From the present study it is evident that there is significance difference in mean scores of High and Low SES background girls' students studying in KRCR school with respect to organizational climate and dimensions. It means SES is influenced on organizational climate of the students. The mean difference also reveals that high SES background students have higher score compared to Low SES background students with respect to teachers' support, classroom management, relation with teacher, attitude towards school learning outcomes and

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attitude towards school learning activities. Whereas the mean scores of high SES background girl students have lower scores compare to that of low SES background students with respect to sense of belonging to school. It indicates that High SES background students perceived higher organizational climate compared to Low SES background students.

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