Organizational climate and adjustment among teachers: A study of private and government schools

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Abstract
The present study attempts to analyze the significant difference between teachers of private and government schools on dimensions of organizational climate and adjustment. It is true that every educational organization has its own climate that distinguishes it from other and influences behaviour of their teaching staff in particular and administrative as a whole. In the same vein a satisfactory adjustment is essential in any job including teaching especially in school. The teacher must know how to be free from maladjustment like aggression, pressures and their personal problems. Keeping in mind the above said notion, the sample of the present study consists of N=300 teachers, 150 each from private and government schools have been randomly selected from North 24 Praganas district of West Bengal, Inida. School Organizational Climate Questionnaire and Teachers Adjustment Inventory were used to see the differences between the two groups on Organizational Climate and Adjustment. Analyses have been made using t-test which revealed significant difference between the two groups of respondents on Organizational Climate, Adjustment and their respective dimensions. Results are explained in the light of present scenario in existing private and public schools.

Keywords: education, adjustment, climate, teacher, school, organization

Introduction

Education is conceived as a powerful agency which is instrumental in bringing about the desired changes in the social and cultural life of a nation. In the present scenario of transformational world, education has become a fast assuming momentous dimension, exploding knowledge and technical change, hence, it is closely linked with the productivity of a nation. Education is, in fact, a means for human resource development. Therefore, efforts are being made to provide quality education via improving the performance of schools which may depend on one of the factors like internal climate or functioning of schools. Thus, it is the aim of the educationists or educational administrator to maintain such a climate in the educational setup, through empirical findings, which would lead to quality education.

The ancient wisdom and the experience of the present, both in East and West unanimously agree that teacher is the pivot of the educational system. No reform has ever succeeded against teacher or without their participation (Delor, 1996) [4]. Teachers are the natural role models to the younger generation. But in today's concept of education, a teacher is required to be more professionally equipped and result oriented and almost perfect in his subject matter. Not only the ancient time, but even today also the teacher has been given key position and status next to parents in our society and deserves to be given full respect in the eyes of public of the country. In Indian society preferably a teacher is known as 'Guru' who is even considered sometimes greater than a 'God' in our prestigious and religious dominated society. Therefore, the educators/ teachers task is pivotal and most important in the eyes of fore-sighted countrymen.

A school is an organization which has four sub-systems, viz, (a) technological (b) economical (c) organizational and (d) socio-psychological. Technological sub-system refers to the methods and process of teaching. Economical sub-system refers to the amount of funds and other resources which are at the disposal of principal and teachers to improve the technological aspect of school (teaching). Thus, the way in which this economical aspect is controlled or utilized is a concern of the economical sub-systems. Organizational sub-system which refers to the structure and hierarchical positions includes management, principal, teachers and other assistants. Socio-psychological aspect refers to the teachers' motivation to work, morale, inter-personal relationship among teachers and other staff- members and pupils. Thus, it seems that school climate may be one of the important factors in making the system of education more productive, functional and desirable. Further changes may be brought by bringing about an improvement in any one of its sub-systems. Halpin (1963) [13] observed that in some schools principals, teachers and students, all find pleasure in working with one another and discover that school can be a happy experience. In some schools, teachers and students somehow tolerate school. They are not happy with it and suffer from a breeding discontent. Principal tries to hide his incompetence and his lack of sense of direction behind a cloak of authority and yet he wears his cloak poorly, randomly vacillating his attitude between the obsequious and the officious. In some schools, there is neither joy nor despair, but hollow ritual where teachers, principals and students alike are acting out parts within an attitude of indifference and without any sense of involvement with the institution and the group within which they are working and in some schools, school community is so restless that it cannot tolerate school in the form it exists and want to bring about all kinds of changes in its organizational functioning.

The organizational climate of the school yet today differs from school to school. As there are differences in the personality of individuals, so every individual school has its own personality which can be turned as its climate. The "Climate" of school is reflected in its administration, teacher's work culture and student's achievement. All the above factors together form the climate of school.

School's organizational climate affects the role of participants in numerous ways: their perceptions, motivation, morale, adjustment and learning. School climate refers to how a school should be organized and managed in order to be effective. It is therefore, necessary to assess the organizational climate of school, from the teacher's perception as he/she knows his/her school to be.

Organizational Climate

The concept of organizational climate has a rich history in the field of social science research. The term "organizational climate" was coined in (1939) following a study of children's school clubs by Kurt Lewin and his colleagues. Organizational climate is a relatively enduring quality of an organization's internal environment distinguishing it from other organizations (a) which results from the behaviour and policies of members of organizations, especially top management (b) which is perceived by members of the organization (c) which served as a basis for interpreting the situation and (d) 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 feelings of teachers and students for that school (Sergiovanni & Starraf, 1988).

Most of the researchers from the field of organizational behaviour have defined climate as the cognitive environment as perceived by members of the organization. James *et al*. (1990) [17] concurred that individuals have values that influence their cognition of organization. This cognition of organization yields climate perceptions. Schneider *et al*. (1990) [32] defined climate as a shared perceptions of organizational policies and procedures, both formal and informal. According to Schneider *et al*. (1990) [32], climate is a concept that is indicative of the organization's goals and appropriate means to goal attainment. Thus, review of literature showed that organizational climate researchers are interested in organizational member's perceptions of certain properties of their work environment and organization.

Organizational climate, however, proves to be hard to define. There are two especially intractable and related difficulties: how to define climate and how to measure it effectively on different levels of analysis. Furthermore, there are several approaches to the concept of climate of which two in particular have received substantial patronage: the cognitive schema approach and the shared perception approach.

The first approach regards the concept of climate as an individual perception and cognitive representation of the work environment. From this perspective climate assessments should be conducted at an individual level. The second approach emphasizes the importance of shared perceptions as underpinning the notion of climate (Anderson and West, 1998; Mathisen & Einarsen 2004) [1, 21]. It is important to realize that from these two approaches, there is no "best" approach and they actually have a great deal of overlap. Organizational Climate (sometimes known as Corporate Climate) is the process of quantifying the "culture" of an organization. Researchers like Hart, Griffin, Wearing and Cooper (1996) [14] have pursued the shared perception model of organizational climate. Their model identifies the variables which moderate an organization's ability to mobilize its workforce in order to achieve business goals and maximize performance.

Discovering how the organization is a psychologically meaningful environment for individual, organization members have led to the concept of organizational climate. This term is used loosely and in a variety of ways by different psychologists.

As for schools, climate is a necessary link between organizational structure and teacher attitude and behaviour. It was found that formal characteristics of schools had an important influence on the way in which teachers' percieved climate (George & Bishop, 1971) [7]. Clearly, climate represents a composite of the meditating variables that intervene between the structure of an organization and the style and other characteristics of leaders and teacher performance and satisfaction (Sergiovanni & Starratt, 1988) [33]. Halpin and Croft (1963) [13] identified eight dimensions of the school climate such as disengagement, hindrance, espirit and intimacy as reflected in the behavior of teacher and aloofness, production emphasis, thrust and consideration as reflected in the behavior of the principals. They reduced these eight dimensions to six broad and more comprehensive dimensions or types of climates i.e. open, autonomous, controlled, familiar, parental, and closed, defining each of these with reference to the degree of presence or absence of the eight elements or dimensions of the climate. Further, it was assumed that organizational climate is closely related to the perceived behavior of teachers and principals.

Studies on organizations have led to the distinction of four organizational climate i.e., bureaucratic, autocratic, idiocratic and democratic. Companies with 'bureaucratic climate' insist on strict obedience to company rules and regulations. Employees can feel secure so long as they confirm to these. The preoccupation and chief goal of the leaders here are to maintain the particular system of organization as it is. In autocratic organizations obedience to the superior is emphasisezed. Its leaders desire to express themselves as fully as possible in their jobs. They want maximum autonomy for themselves and accept strict obedience to the personal orders on the parts of their subordinates. The atmosphere is idiocratic, manipulative, and psychological. The focus is on the individual worker and on his personal ambition. In the 'democratic organization', informal group customs, codes and conventions are important and the leader derives his authority from these and from the group as a whole. Most ongoing organizations show characteristics of all these different climates in different spheres of their activities.

Organizational Climate and Culture

Our society is an organizational society. The progress and welfare of a society depends on organizations and their developments. We as members of a society work and play our defined role in various organizations as employees, students, clients, patients and citizens. Climate and culture are both important aspects of the overall context, environment or situation. Culture tends to be shared by all or most members of some social group. It is something that

older members usually try to pass on to younger members. It shapes behavior, structures and perceptions of the world. Cultures are often studied and understood at a national level, such as the American or French culture. Culture includes deeply held values, beliefs, assumptions, symbols, heroes, heroines and rituals. Culture can be examined at an organizational level as well. The main distinction between organizational and national culture is that people can choose to join a place of work, but are usually born into a national culture.

School Culture and School Climate

School Culture: The term school culture and school climate describe the environment that affects the behaviour of teachers and students in a school. School culture is the shared beliefs and attitudes that characterize the district-wide organization and establish boundaries for its constituents units. It also reflects the shared ideas, assumptions, values, and beliefs that give an organization its identity and standard for expected behaviours. School culture is based on past experience which provides a template for future action based on "how we do things in this organization." A school culture is also reflected in an organizations atmosphere, myths and moral code.

Components of School Culture: However, there are some important components of a school culture which influences the learning capacity and learning atmosphere of school learners such as:

1. Artifacts and symbols: the way its buildings are decorated and maintained.
2. Values: the manner in which administrators, principals and staff function and interact with each other.
3. Assumptions: the beliefs that are taken for granted about human nature.
4. Common beliefs and values that key individuals communicate and enforce.
5. Heroes and heroines whose actions and accomplishments embody these values.
6. Rituals and ceremonies that reinforce these value
7. Stories that reflect what the organization stands for.

School Climate

School climate reflects the physical and psychological aspects of the school that are more susceptible to change and that provide the preconditions necessary for teaching and learning to take place.

School climate, in focus of this brief, is evident in the feelings and attitudes about a school expressed by students, teachers, staff and parents. It is the way students and staff "feels" about being at school each day. School climate is a significant element in improving academic performance and making some new forms in the behaviour of students. School climate characterizes the organization at the school building and classroom level. It refers to the "feel" of a school and can vary from school to school within the same district.

Components of School Climate

Although there is no consistent agreement in the literature on the components of school climate or their importance, most writers emphasize caring as a core element. However, some place safety foremost, defining school climate as "an orderly environment in which the school family feels valued

and able to pursue the school's mission free from concerns about disruption and safety". Several aspects of a school's physical and social environment comprise its climate. One organization identified the following eight areas:

1. Appearance and physical plant
2. Faculty relations
3. Student interactions
4. leadership/ decision making
5. Disciplined environment
6. learning environment
7. Attitude and culture
8. School- community relations

Aspects of School Climate

There are few important aspects of a school climate such as:

1. A physical environment that is welcoming and conductive to learning
2. A social environment that promotes communication and interaction
3. An affective environment that promotes a sense of belonging and self-esteem
4. An academic environment that promotes learning and self-fulfillment.

Similarities and Difference between School Culture and Climate

Since there is a big controversy in the academic literature over the similarities and differences between organizational climate and organizational culture, therefore, it is necessary to make a clear cut distinction between the two in the following manner:

Organizational cultures are generally deep and stable. Climate, on the other hand, is often defined as the recurring patterns of behaviour, attitudes and feelings that characterize life in the organization (Isaksen & Ekvall, 2007) [16]. Climate and culture are similar concepts (Reichers & Schneider, 1990) [32]; culture differs in that it refers to the deeper, unconsciously held assumptions that help to guide organizational members (Schein, 1985) [31]. Glick (1985) [9] distinguishes between climate and culture based on their method of analysis. He also concludes that climate can be measured using quantitative techniques, whereas culture tends to be idiographic and is usually measured using qualitative methods. Schein (1985) [31] considers climate to be a surface of culture and research on culture appears to be addressing common phenomena (Denison, 1996) [5]. Thus, organizational culture and climate are related.

Culture leads and influences the type of climate. Previous research revealed that types of organizational climate affect the employee's satisfaction. A positive type of climate enhances employee's job satisfaction whereas a negative type of climate leads to lower expectations and dissatisfaction.

Just as society has a 'Social Culture', a workplace has an 'Organizational Climate'. Organizational climate is quite complex and there are controversies surrounding the 'characteristics of organizational culture' and varying degrees of research support. For example, there is a controversy in the academic literature over the similarities and differences between 'Organizational Culture' and 'Organizational Climate'. However, there is empirical support for some of the characteristics, such as the important role that physical layout plays in 'Organizational

Culture'. Organizational Culture (i.e. a set of shared norms and values that guide organizational participant's behaviour) has a number of characteristics like observed behavioral regulations, norms, dominant values, philosophy, rules, and 'organizational climate'.

Organizational Climate is basically an overall "feeling" that is conveyed by the physical layout, the way participants interact, and the way members of the organization conduct themselves with customers or other outsiders. Thus, it can be said that 'Organizational Climate' is a part and one of the major characteristics of "Organizational Culture". Thus, keeping in view the significance of organizational climate and culture in an organizational setting, particularly in a school, the present variable has been especially taken into consideration as an independent variable

Adjustment

Adjustment is a vital problem of the modern world. The present century is characterized by psychological disorder and disturbed interpersonal relationship. Human adjustment is a complex process. The making of desirable adjustments to the various demands of life is influenced by the differing inherited characteristics and varying environmental conditions and situations to which an individual is exposed. The achievement of desirable life adjustment depends upon the recognition of the significance of inherited potential and environmental conditions as these affect his/her way of life. Adjustment is a kind of interaction between the individual and his/her environment for the sake of bringing harmony between them. Adjustment is a dynamic and continuous life long process. A well-adjusted person manifests certain behavioural characteristics; he/she has the capacity to conform to the norms of the society. He/she expresses confidence in him and in others. He/she shows strong sense of security and responsibility. He/she ably satisfies his emotional needs as well as of others. He/she has well defined goals in his life and a set of values. He/she is well adapted to reality and time.

Adjustment is a continuous process that tends to bring out more or less changing attitudes throughout the individual's life. Some adjustment connotes happiness and freedom from personal problems. While for others, it means an unhappy conformity to group demands and expectations. Adjustment is a lifelong process and can be defined as a person's interaction with his environment. It is a process in which an individual learns certain ways of behavior through which he enters a relationship of harmony or equilibrium with his environment. He thereby tries to lead a life acceptable to society (Mohan & Singh, 1989) [23].

Initially the concept of adjustment was biological in its nature and was termed as adaptation. The term adaptation has been replaced by 'adjustment' which now stands for psychological survival in which psychologists are more interested i.e., the subject of their interest is individual's adjustment to social or inter-personal pressure and not only adaptations to physical world (Lazarus, 1961) [20].

Adjustment and all its meanings imply a satisfactory adaptation to the demands of day-to-day life. From the foregoing discussion it may be concluded that adjustment is a process that helps a person to lead a happy and contented life while maintaining a balance between his needs and his capacity to fulfill them. It enables him to change his ways of life according to the demands of the situation and gives him the strength and ability to bring about the necessary changes in the conditions of his environment. In addition to his own basic needs, an individual is also subject to certain demands of society. If he thinks only in terms of satisfying his own needs without thought of the norms, ethics and cultural traditions of society, he will not be adjusted to his environment. Adjustment does not cater only to one's own demands but also to the demands of society. It may, therefore, be stated that in its comprehensive connotation, adjustment is a condition or state in which the individual's behavior conforms to the demands of the culture or society in which he belongs and he feels that his own needs have been, or will be fulfilled.

Characteristics of a Well-Adjusted Person

A well-adjusted person is supposed to possess the following characteristics: *Awareness of his own strengths and limitations:* A well-adjusted person is having complete awareness regarding his own strengths and weaknesses. He tries to make capital out of his assets in some areas by accepting his limitations in others. *Respecting himself and others:* The dislike for one-self is a typical symptom of maladjustment. A well-adjusted individual has respect for himself as well as for others. *An adequate level of aspiration:* A well-adjusted person is having an adequate level of aspiration. He is neither too low nor too high in terms of his own strengths and abilities. He does not try to reach for the stars and also does not repent over selecting an easier course for his advancement. *Satisfaction of basic needs:* His basic, organic, emotional and social needs are fully satisfied or in the process of being satisfied. He does not suffer from emotional cravings and social isolation. He feels reasonably secure and maintains his self-esteem. *Absence of a critical or fault-finding attitude:* He appreciates the goodness in objects, persons or activities. He does not try to look for weaknesses and faults. His observation is scientific rather than critical or punitive. He likes people, admires their good qualities and wins their affection. *Flexibility in behavior:* He is not rigid in his attitude or way of life. He can easily accommodate or adapt himself to change the circumstances by making necessary changes in his behavior. *He has capacity to deal with adverse circumstances.* He is not easily overwhelmed by adverse circumstances and has the will and courage to resist and fight odds. He has an inherent drive to master his environment, rather than to passively accept it. *He has a realistic perception of the world:* He holds a realistic vision and is not given to flights of fancy. He always plans, thinks and acts pragmatically. He has a complete awareness about his/her surroundings. A well-adjusted individual feels satisfied with his surroundings. He has maximum adjustment with their own family members, school friends or intimates, neighborhood and others. When he enters a profession, he has a love for it and maintains his zeal and enthusiasm despite all odds. *Balanced philosophy of life: A* well-adjusted person has a philosophy which gives direction to his life while keeping in view the demands of changed situations and circumstances. This philosophy is centered around the demands of his society, culture, and his own self so, he does not clash with his environment or with himself.

Factors Affecting Adjustment/Maladjustment of the Teacher

Basically a teacher is also a human being and thus faces many problems. Like other members of the society he has to be adjusted to a considerable extent in relation to his different needs such as physical, social and emotional.

When there are various needs competing with each other, there is conflict and when he is not able to satisfy his need he may become frustrated, inhibited and unbalanced and may feel defeated and discouraged. A teacher like other individuals must be reasonably satisfied with himself and with his environment.

The roles played by environmental factors are somewhat different in case of the teachers. The adjustment problems and difficulties faced by the teachers are not the same as that of other individuals. Shaffer (1961) [34] says "In addition to the more general causes of maladjustment, the teaching profession provides some special situations that make it hard for a teacher to remain well-balanced".

The status of any school is largely determined by the effective teaching or the way the teacher works. It is the teacher who provides inspiration, direction and the meaning to all the activities of the school. If the teacher does not perform his/her duty conscientiously or work effectively, then the whole school climate or status would collapse. Hence the place of teacher in the school system is of paramount importance. In our country, the teacher in the school neither gets good salary nor has sufficient power. Thus, teachers' adjustment in their respective school is an important independent variable in this regard.

A satisfactory adjustment is essential in the job of a teacher. The teacher must know how to be free from maladjustment like aggression, pressures and their personal problems. The advancement in the field of education is possible and depends upon the degree of adjustment and satisfaction of those people who are in the field of education and promote the cause of education. Higher level of adjustment of a teacher causes high level efficacy in his work or profession. Behavioral adjustment problems in schools are becoming matters of increasing concern among professionals of education and psychology side by side. Blair, Jones and Simpson are of Very firmed opinion that "Well-adjusted teachers are playing very significant role in connection with classroom discipline, growth of the organization and culture of the school itself.

A number of studies have been conducted in recent past in the area of organizational climate and adjustment. School climate research suggests that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behavior (McEvoy & Welker, 2000). Rose and colleagues (2002 & 2004) have found a very strong link between Organizational Climate and employee reactions such as stress levels, absenteeism, commitment and participation.

A growing body of research indicates that positive school climate is a critical dimension linked to effective risk prevention and health promotion efforts as well as teaching and learning (Cohen, 2001; Najaka, *et al.*, 2002; Rand Corporation, 2004; Wang, *et al.*, 1993) [3, 2, 26, 37]. Positive school climate promotes cooperative learning, group cohesion, respect and mutual trust or a climate for learning (Ghaith, 2003, Kerr, 2004; Finnan, *et al*, 2003) [8, 18, 6].

School climate enhances or minimizes emotional exhaustion, depersonalization, and feelings of low personal accomplishment (Grayson & Alvarez, 2008) [11]. Werblow and Jacob (2008) studied the relationship between school size and school outcomes influenced by school climate. Teachers' perceptions of school climate influence their ability to implement school-based character and development programs (Beets *et al.*, 2008) [2].

Adjustment has also been found associated with attitude and job satisfaction of teachers. For instance, Sinha and Agarwala (1971) found that job satisfaction and adjustment among white collar workers were significantly related with each other. They also found that home, social and emotional adjustments were also significantly associated separately with job satisfaction. Samantroy (1971) inquired teacher attitude and its relationship with teaching efficiency. However, he found some degree of positive relationship between teacher's attitude and teaching efficacy. And at the same time he also found that superior efficiency goes to favourable attitude as compared to disfavourable attitude towards teaching. For all practical purposes it shows positive relationship between teaching adjustment and teaching efficiency.

Gupta (1977) [12] while making a study of successful teachers found that success in teaching was significantly related to the areas of home, health, social, emotional and total adjustment, and to professional attitudes, but had no relationship with academic environment. Goyal (1980) [10] in his doctoral research on "Relationship among Attitude, Job Satisfaction, Adjustment and Professional Interests of Teacher Educators in India" found that men and women differ significantly at .05 level in their social adjustment.

Hasan (2006) [15] studied the marital Adjustment, Stress and Depression among working and non-working married women. The results indicated highly significant relationship between adjustment, depression and stress. The findings of the study also show that working married women have to face more problems in their married life as compared to non-working married women.

The above mentioned literature of review has failed to explore any of the study which has attempted to differentiate between the teachers of private and government schools on Organizational Climate and Adjustment. Thus, keeping in view the above mentioned notion, present study was designed to study Organizational Climate and Adjustment among Private and Government Schools' Teachers.

Objectives
The main objectives of the present study are as follows:
- To see the difference between teachers of private and government schools on organizational climate and its various dimensions, and
- To see the difference between teachers of private and government schools on adjustment dimensions.

Hypotheses
In the same way, keeping in view the nature of the objectives of present study, following hypotheses have been formulated, such as:
- Teachers of private and government schools will differ significantly with each other on organizational climate and its dimensions, and
- Teachers of private and government schools will differ significantly with each other on adjustment dimensions.

Method
Participants
The sample of the present study consists of (N=300) teachers, 150 each has been randomly selected from different private and government senior secondary schools of North 24 Parganas district, West Bengal. It is to be noted that those schools are called private which are not run by

government machinery but by some private agency and government schools are those which are governed and run by the government. The age range of the respondents was 30 to 50 years. Both male and female have been taken into consideration as a respondents, but other demographic variables like salary, economic and cultural background have been excluded to make this study more comprehensive in nature.

Tools Used
The present study incorporates two important variables namely Organizational Climate and Adjustment. A brief description of the measures/tools used in this study is presented in the following manner:

School Organization Climate Description Questionnaire: This questionnaire was developed by Sharma (1978) [35]. It is comprised of 64 likert type items distributed over eight dimensions such as (1) Disengagement (2) Esprit (3) Intimacy (4) Production Emphasis (5) Psycho-physical Hindrance (6) Alienation (7) Controls and (8) Humanized Thrust. The scale ranging are defined by four categories (1) Rarely occurs, (2) Sometime occurs, (3) Often occurs and (4) Frequently occurs. They are assigned four successive integers viz. 1, 2, 3 and 4 respectively. For scoring each respondent's eight sub-test scores is calculated by simple summation of each respondent, item scores, sub-test by sub-test and dividing each of the eight sums by the number of items in the corresponding sub-test. The reliability and validity of this scale was found quite appropriate to its required level.

Teacher Adjustment Inventory: This scale was developed by Rashmi Ojha (1990) [25]. This scale consists of 40 Yes/No type items. Each statement of this scale has been assigned a particular numerical value depending on the responses given by respondent. Total marks were calculated by simple summation to get the whole marks on this inventory. The reliability of this inventory has been estimated through test-retest and split half methods which were found to be .98 and .87. The validity of this scale was found to be .79 respectively.

Procedure
The study has been conducted during COVID-19 period so all the respondents have been asked to respond on digitally prepared above mentioned questionnaire/ inventory sent through google form. A total of 387 responses have been received in which 300 found to be correct and processed for further statistical analysis.

Statistical Analysis
In the present investigation t-test was computed to analyze the significance of difference between two groups of sample. The t-test was applied using Software Package for Social Sciences (SPSS).

Results and Discussions
Keeping in view the main objectives of the present study t-test was employed to see the difference between teachers of private and government schools on the two measured variables and their respective dimensions. The results of the present study has been given below and consecutively discussed.

Table 1: Mean, SD and t-values of Private and Government School Teachers on Organizational Climate and its Dimensions.

Variable	Group	N	Mean	SD	t-value (df=298)
Disengagement	Private	150	16.05	3.54	2.903*
	Government	150	17.25	3.61	
Alienation	Private	150	7.83	2.23	1.296
	Government	150	7.52	1.94	
Esprit	Private	150	26.60	4.31	1.791
	Government	150	24.09	16.99	
Intimacy	Private	150	19.87	4.26	.556
	Government	150	19.61	3.82	
Psycho-physical hindrance	Private	150	13.39	2.79	.916
	Government	150	13.77	4.24	
Controls	Private	150	17.00	2.57	4.12*
	Government	150	15.33	4.24	
Production emphasis	Private	150	20.53	2.83	6.77*
	Government	150	17.90	3.80	
Humanized Thrust	Private	150	34.66	6.78	6.13*
	Government	150	29.92	6.60	

*Significance at .05 level.

The Mean and SD in the case of private school teachers on disengagement dimension of organizational climate were found to be 16.05 and 3.54 while in the case of government school teachers the Mean and SD were found to be 17.25 and 3.61 respectively. The value of t-test was found to be 2.903 which were significant at .05 level.
In the case of private school teachers on alienation dimension the Mean and SD were found to be 7.83 and 2.23 while in the case of government school teachers they were found to be 7.52 and 1.94 respectively. The t- ratio between the two means was found to be 1.296 which was not significant at .05 level of significance.

In the case of esprit dimension of organizational climate the Mean and SD for private school teachers were found to be 26.60 and 4.31, while for government school teachers they were found to be 24.09 and 16.99 respectively. The t- ratio between the two means was found to be 1.791 which was not significant at .05 level of confidence.
In the case of intimacy dimension of organizational climate the Mean and SD of private school teachers were found to be 19.87 and 4.26, while in the case of government school teachers Mean and SD were found to be 19.61 and 3.82 respectively. The t- ratio between the two means was found to be .556 which was not significant at .05 level of significance.

In the case of psycho-physical hindrance dimension the Mean and SD of private school teachers were found to be 13.39 and 2.79 while in the case of government school teachers the Mean and SD were found to be 13.77 and 4.24 respectively. The t- ratio between the two means was found to be .916 which was not significant at .05 level of confidence.

The Mean and SD in the case of private school teachers on controls dimension of organizational climate was found to be 17.00 and 2.57 and for government school teachers the Mean and SD were found to be 15.33 and 4.24 respectively. The value of t-test was found to be 4.12 which was significant at 0.05 level.

On production emphasis dimension of organizational climate the Mean and SD of private school teachers were found to be 20.53 and 2.83 and for government school teachers they were found to be 17.90 and 3.80 respectively. The value of t-test was found to be 6.77 which was significant at 0.05 level.

On humanized thrust dimension of organizational climate in the case of private school teachers the Mean and SD were found to be 34.66 and 6.78 and for government school teachers they were found to be 29.92 and 6.60 respectively. The value of t-test was found to be 6.13 which was significant at 0.05 level. Thus, the above result partially proves the first main hypothesis of the present research that "teachers of private and government schools will differ significantly with each other on organizational climate and its dimensions".

Table 2: Mean, SD and t-values of Private and Government School Teachers on Adjustment.

Variable	Group	N	Mean	SD	t-value (df=298)
Adjustment	Private	150	29.05	3.77	10.96*
	Government	150	24.11	4.01	

Significant at .01 level.

On adjustment the Mean and SD in the case of private school teachers were found to be 29.05 and 3.77, while in the case of government school teachers the Mean and SD were found to be 24.11 and 4.01 respectively. The t- ratio between the two means was found to be 10.96 which was significant at.01 level. Thus, the above result proves the second main hypothesis of the present study that "teachers of private and government school differ with each other on adjustment".

Conclusions
The first main objective of the present study was "To see the difference between teachers of private and government schools on organizational climate and its dimensions". The result obtained partially supported the above said objective as it revealed that significant difference was not found on all the dimensions.

The results clearly pointed out that teachers of government schools are found to be more disengaged in their work than their counterparts. It shows that teachers of government schools have a greater tendency to be not in so much in gear of the task at hand as private schools are. They are more "not in it" than teachers of private schools. It seems that the climate of government schools is though loaded with human factors, but is not so task-oriented as the climate of private school is.

The result revealed on alienation dimension means that the behavior patterns among the group including the leader (the principal) are characterized equally as formal and impersonal in both type of school. In both types of schools principals' go by the book and adhere to policies rather than dealing with teachers in an informal, face to face situation. It also indicates the emotional closeness or distance between the principal and the teacher is equal in both types of schools.

On esprit dimension no significant difference was found. It denotes that social needs of teachers of both types of school are equally met. In both schools teachers enjoy their job and their morale was found equally high.

Intimacy as an important dimension in the climate of each type of schools works on equal feeling as no significant difference was found between private and government school teachers on this dimension. It can be said that teachers of both types of school either private or government have had same feeling of intimacy between them. The teachers of both schools enjoy their friendly relations equally and they have their close friend among their colleagues. Another dimension was psycho-physical hindrance. On this dimension also there was not any significant difference. Hence, we can say that both teachers are having same feeling of psycho-physical hindrance.

On controls dimension significant difference was found between teachers of private and government school. Here teachers of private schools feel more controls of principals than the teachers of government schools. Although principals of private schools might be providing all the facilities and secretarial services to teachers but they might more emphasize on work than on personal relations. Therefore, the teachers of private school might feel more controlled over by their principals.

On production emphasis there was also a significant difference between private school and government school. Here private school teachers again had scored higher as compared to government school teachers. As discussed earlier that this behavior of principal of private schools are characterized by close supervision of the staff. He plays more the role of a "boss" than a colleague and companion. It is generally seen that principals of private schools have more control on other teachers as teachers have to be on mercy and sometimes whims of principals for everything.

Significant difference was also found on the dimension humanized thrust. In this case also private school teachers had great mean score than government school teachers. This behavior is also concerned with the principals' characteristics. Thus, in spite of negative characteristics of principals of private schools they have a very great characteristic of motivating the teachers through personal examples to the greater extent and at the same time they are more unmistakably task-oriented and do not ask teachers than they willingly give of them to the schools than the principals of government schools.

The second main objective of the present study was "to see the difference between teachers of private and government schools on adjustment". The result obtained fully supported the above said objective as it revealed that the mean value of private schools is significantly higher than the mean value of government school. Thus, it may be said that the teachers of private schools are comparatively better adjusted than their counterpart. Chattopadhyay *et al* (2002) found that subjects who were satisfied with their job reported higher

job effectiveness and better social and emotional adjustment compared to those who were dissatisfied.

Finally, it can be concluded that private school teachers perceive their school climate better than government school teachers as they scored higher on all the dimensions except disengagement. Their principals also seem to help them to improve the climate of their school. If any school is having good climate then it's obvious that teachers will also have good adjustment. Thus, adjustment works as an auxiliary factor in positive attitude, effective teaching and job satisfaction of teachers.

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