

School Organizational Climate Description Questionnaire

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Abstract: This paper deals with the development and standardisation procedure of School Organizational Climate Description Questionnaire for secondary school teachers. The process of tool development includes the review of literature, initially pooling out items, planning, experts' opinions, item analysis, administration of scale and computing the reliability and validity. The preliminary draft of the scale was administered on a sample of 150 secondary school teachers (75 male and 75 female) of Mandi and Bilaspur districts of Himachal Pradesh. After item analysis, the final draft of the questionnaire, finally constituted on a structure of 62 items. The Split-half method and Spearman Brown Prophecy formula were used to determine the reliability of the test which came out to be 0.93 and 0.96 respectively. The test was found highly reliable. The validity of the test was also determined with the help of face validity and the construct validity methods of determining the validity of a test. In the entire test was found highly reliable and valid in Indian condition.

Key Words: Organizational Climate, Questionnaire, Opinions, Planning, Reliability and Validity.

1. INTRODUCTION:

The Likert method was used to develop and standardize School Organizational Climate Description Questionnaire by the investigators as per procedures of development and standardize the research tool for conducting the research in a relevant field on a particular area by the various interested scholars desirous to work in this most important area of the educational area of the research. There is a dire need to prepare an appropriate course of action which includes the following steps to yield the desirable fruits:

2. PLANNING:

The first step is to plan/select properly, the contents/statements for studying the organizational climate of high and secondary school teachers. The investigators have gone through the variety of information regarding organizational climate consulting huge relevant related literature available in the forms of journals, books, internet, existing scales on organizational climate, Teacher's Organizational Commitment Scale, Organizational Health Description Questionnaire, Organisational Climate Inventory, Organizational Trust Scale and Organizational climate scale etc. and discussed in detail with the experts from the different fields as per the requirements of multi-dimensional of the present scale to finalize the statements to be included in the aforesaid scale.

3. PRELIMINARY DRAFT:

A preliminary pool of 80 items was framed. Items were framed in Hindi language. Around five rounds of checking and reframing of statements were made to ensure the appropriateness and uniqueness of the statements. The statements were discussed with the teachers and the language experts to get their suggestions in a desired way. The tool was given to six experts in the field of Educational Administration for their valuable comments. They were requested to examine the content whether it measures what we intend to measure. After their suggestions some items were rejected whereas some items were improved and revised. Eight items were deleted or rejected on the basis of the recommendations of the experts. The preliminary draft of the scale was consisted of 72 items having positive and negative characteristics. It was of Likert type scale having 34 positive items/statements and remaining 38 of them were negative. The statements were categorized with the experts' opinion under the two dimensions namely: Principal's Behaviour (37) and Teachers' Behaviour (35). Each statements was set against a three point scale of 'Agree', 'To Some Extent', and 'Disagree' and weights of 3,2 and 1 were given in that order for the positive statements and the scoring was reversed for the negative statements.

4. TRY OUT:

The preliminary draft of the scale was then administered to a sample of 150 secondary school teachers (75 male and 75 female) of Bilaspur and Mandi districts of Himachal Pradesh. After the necessary instructions the teachers were requested to respond each and every statement as per their opinion regarding organizational climate. All the duly filled copies of the scale were collected individually and scored out by the investigators as per procedure adopted for scoring. The minimum and maximum possible scores on the scale were '72' and '216' respectively. After scoring, the copies of the scale were arranged in descending order on the basis of the scores of the respondents and then top 25% and bottom 25% scores were used for item analysis. The remaining 50% booklets were discarded.

5. ITEM ANALYSIS:

In the method of summated ratings, rejection or selection of statements is done on the basis of item analysis. For this purpose, the frequency distribution of the scores based upon the responses to all statements was considered. Then the 't-value' of each item was found out by analysing the responses of the 25% of the subjects with the highest and also the 25% of the subjects with the lowest total scores. It was assumed that these two groups provide criterion groups in terms of which individual statements were evaluated (Edwards, 1975). The 't-values' for evaluating the responses of the high and low groups to the individual statements were found out. Items with 't' values less than 1.75 were rejected.

6. SELECTION OF THE STATEMENTS:

The 't-value' for all 72 statements were computed and arranged in descending order. Thurstone (1969) suggests that a 't-value' equal to or greater than 1.75 may be considered significant. Therefore, the statements having 't' values equal to or greater than 1.75 were selected for the final draft and other having 't-values' less than 1.75 were rejected.

7. FINAL DRAFT OF THE SCALE:

As many as 62 items having the 't' value equal to or greater than 1.75 were chosen in order to form the final questionnaire. The scores in the final questionnaire of organizational climate ranged from 62-186 in the direction of increasing order of organizational climate. An individual's score in this questionnaire is the sum total of the scores for all the statements by the subject (summated ratings). The final form of the questionnaire had 62 items to measure the organizational climate. The final placement of items for two dimensions in the questionnaire remains as under in the table 1 below.

Table 1: Dimension wise positive and negative items of the scale.

S. No	Dimensions	Sub-Dimensions	Item No.	Total Items	
1	Principal's Behavior	Supportive Behavior	(+ items:1,2,4,6,7,9,10,11,12)	09	12
			(- items: 3,5,8)	03	
		Directive Behavior	(+ items: 16,19)	02	08
			(- items: 13,14,15,17,18,20)	06	
		Restrictive Behavior	(+ items: 24,25, 26)	03	07
			(- items: 21,22,23,27)	04	
2	Teachers' Behavior	Collegial Behavior	(+ items: 28,29,30,32,33,38,39,40)	08	14
			(- items: 31,34,35,36,37,41)	06	
		Intimate Behavior	(+ items: 42,44,45,46,48,51)	06	10
			(- items: 43,47,49,50)	04	
		Disengaged Behavior	(+ items: 0)	00	11
			(- items: 52,53,54,55,56,57,58,59,60,61,62)	11	

8. ADMINISTRATION AND SCORING OF THE FINAL DRAFT:

The purpose of this scale was clearly explained to the subjects by establishing rapport. It is assured that their replies would be kept confidential. It has been emphasized that no item should be omitted and there is nothing right or wrong about these questions. There is no time limit for the questionnaire. The questionnaire was administered on a sample of 150 secondary school teachers from Mandi and Bilaspur districts of Himachal Pradesh. Scores of all the 62 items/statements were assigned the score on each statement of the organizational climate for an individual teacher. All the 150 questionnaires got filled up by the concerned respondents were scored out as per procedure adopted to score the each items of the questionnaire.

9. RELIABILITY OF THE SCALE:

The Split-half method was used to determine the reliability of the present scale. The scale was first divided in to two equivalent halves (in first half all odd numbered items and in the second half all even numbered items) and then the correlation was computed to determine the reliability of the test. From the reliability of the split-half test, the self-correlation was then estimated by the Spearman-Brown Prophecy formula. The correlation values calculated with the help of the split half method and the Spearman-Brown Prophecy formula were found to be 0.93 and 0.96 respectively which were found highly significant at accepted level of significance. Hence, the test highly reliable.

10. VALIDITY OF THE SCALE:

The scale has the 'Universe of contents' as it includes statements from all the stages while selecting items. As the scale contains 80 statements which represents the universe of content and is having content validity. It has also

construct validity as items/statements were selected having the 't' value equal to or more than 1.75 (Edwards, 1975). The test is valid for conducting the research in the relevant field.

It is clear from the above discussion that the test is fully reliable and completely valid to collect the desired information from the concerned respondents to conduct the research in the relevant field and analyse the result will give the appropriate picture of the institution concerned to be generalized.

The copy of the final draft ready in all respects of School Organizational Climate Description Questionnaire contains 62 items is as under.

School Organizational Climate Description Questionnaire (Final Draft)

इस प्रश्नावली में वर्तमान विद्यालय के प्राचार्य/प्राचार्या का अध्यापकों के प्रति व्यवहार और अध्यापकों का अपने सहकर्मियों के प्रति व्यवहार किस प्रकार से है से संबंधित कुछ प्रश्न हैं। विभिन्न प्रकार के व्यवहार को कथनों में प्रदर्शित किया गया है। आपको नीचे दिए गए हर कथन में से केवल एक वर्ग का मूल्यांकन करना है। कथन के जिस वर्ग का आप मूल्यांकन करना चाहते हैं उस पर सही (□) का निशान लगा दें। प्रत्येक कथन को ध्यानपूर्वक पढ़ें व स्पष्टता से मूल्यांकन करें। आपके मूल्यांकन का प्रयोग केवल अनुसंधान के लिए ही किया जाएगा। आपके द्वारा दी गई प्रत्येक सूचना पूर्णतः गोपनीय होगी।

धन्यवाद

This questionnaire consists of questions related to principal behaviour towards teachers and teachers' behaviour towards their colleagues. Different behaviours have been presented in the question form. You are requested to put a tick mark only in one option which you want to prefer given in front of each question. Please read each item carefully and evaluate clearly. Your evaluation will be used only for research purpose. All information that is collected in this study will be treated confidentially.

Thanking You

इन्हें भरिए : (Fill up information)

Name of Teacher :

Sex: Male/Female :

Stream: Arts/Science :

Qualification of Teacher :

Teaching Experience (in years) :

(A)	Principal's Behaviour वर्तमान विद्यालय के प्राचार्य/प्राचार्या का अध्यापकों के प्रति व्यवहार निम्नलिखित रूप से है At present a school principal behaviour towards teachers are as follows:	Agree/सहमत	To Some Extent/ कुछ हद तक	Disagree/असहमत
1.	निर्णय लेने की स्वतन्त्रता प्रदान करते हैं। Freedom to take decisions are given			
2.	अच्छा कार्य करने पर अध्यापकों की प्रशंसा करते हैं। Good deeds by teachers are being applauded.			
3.	अध्यापकों से लगाव नहीं रखते हैं। Don't keep affection towards teachers.			
4.	विचार रखने की स्वतन्त्रता प्रदान करते हैं। Freedom is given to share their opinion.			
5.	अध्यापकों के साथ औपचारिक सम्बन्ध ही रखते हैं। keep the formal relation with teachers.			
6.	दोष निकालने के साथ-साथ आवश्यक सुझाव भी देते हैं। Along with pointing out their mistakes, important suggestions are also given.			
7.	स्कूल के विभिन्न कार्यों को सम्पन्न करने के लिए अध्यापकों से सुझाव मांगते हैं और उनका आदर करते हैं। To start different works in school teachers are asked to give their suggestions which are respected too.			
8.	अच्छा कार्य करने पर भी प्रोत्साहित नहीं करते हैं। Even good deeds are not encouraged.			
9.	व्यवसायिक समस्याओं को सुलझाने के लिए तत्पर रहते हैं। Always eager to solve the commercial issues.			
10.	निजी समस्याओं का भी समाधान करने की कोशिश करते हैं। Efforts to solve the personal issues are also made.			

11.	अध्यापकों के बीच सदैव ताल मेल बनाने की कोशिश करते हैं।			
	Efforts are always made to maintain the coordination among teachers.			
12.	अध्यापकों में कार्य का विभाजन उनकी योग्यता व कार्यक्षमता के आधार पर करते हैं।			
	Distribution of works among teachers is made on the basis of their capabilities and caliber.			
13.	उनका व्यवहार प्रायः कठोर रहता है।			
	Their behaviour always remains strict.			
14.	प्रत्येक कार्य को अपने तरीके से ही करवाना चाहते हैं।			
	All the works are expected to be done according to their own will.			
15.	अध्यापकों पर अधिक नियंत्रण रखते हैं।			
	Keep too much control on teachers.			
16.	विद्यालय की सभी गतिविधियों पर नियंत्रण रखते हैं।			
	Keep control on all the school activities.			
17.	अध्यापकों से प्रायः दूरी बनाए रखते हैं।			
	Always keep distance with teachers.			
18.	विद्यालय की समस्याओं को सुलझाने के लिए अध्यापकों से राय लेना जरूरी नहीं समझते।			
	Teachers' advice to solve school issues is not considered as important.			
19.	अध्यापकों को एक निश्चित समय पर ही स्कूल के रिकॉर्ड बनाने का आदेश देते हैं।			
	Order the teachers to prepare/maintain school record on fix time.			
20.	अभिभावकों द्वारा की गई शिकायत को अपने स्तर पर सुलझाने का प्रयत्न नहीं करते हैं।			
	At their own level, no efforts are made to solve the complaints made by the guardians.			
21.	अध्यापकों को अध्यापन के अतिरिक्त अन्य कार्यों में भी संलग्न रखते हैं।			
	Except teaching, teachers are kept busy in doing other works as well.			
22.	अध्यापकों को अपनी इच्छा के अनुरूप कक्षा से सम्बन्धित निर्णय लेने की स्वतन्त्रता प्रदान नहीं करते हैं।			
	Dont give freedom to teachers to take decision regarding class issues with their own will.			
23.	उनके व अध्यापकों के बीच सम्प्रेषण(Communication)का अभाव रहता है।			
	There is a lack of communication between teachers and them.			
24.	वे विश्वसनीय हैं।			
	They are trustworthy.			
25.	अध्यापकों पर विश्वास करते हैं।			
	They trust teachers.			
26.	उनकी कार्य प्रणाली सन्तोषजनक हैं।			
	Their procedure is satisfactory.			
27.	प्रायः आदेशों को थोपने की कोशिश करते हैं।			
	Mostly, try to force their orders.			
B	Teachers' Behaviour वर्तमान स्कूल में अध्यापकों का अपने सहकर्मियों के प्रति व्यवहार निम्नलिखित रूप से है— At present teachers behaviour towards their colleagues are as follows:			
28.	एक-दूसरे का सम्मान करते हैं।			
	Respect each other.			
29.	मिल जुल कर कार्य करना पसन्द करते हैं।			
	Like to work together.			
30.	नए अध्यापकों का आदरपूर्वक स्वागत करते हैं।			
	Give a respectful welcome to new teachers.			
31.	एक-दूसरे के विचारों का सम्मान नहीं करते हैं।			
	Respect each other opinions.			
32.	विद्यालय के कार्यों को परस्पर सहयोग से करने में विश्वास रखते हैं।			
	Always keep the belief in cooperation for doing school works.			
33.	अच्छा वातावरण होने के कारण अध्यापक अपने विद्यालय पर गर्व महसूस करते हैं।			
	For having a good environment in school, teachers feel proud about their school.			
34.	अध्यापकों में विभिन्न मुद्दों को लेकर असहमति बनी रहती है।			
	For many matters there remain disagreements among teachers.			
35.	एक-दूसरे की निंदा करते हैं।			
	Insult each other.			
36.	सहयोगियों के अच्छे व्यवहार की प्रशंसा नहीं करते हैं।			
	Don't admire the good behaviour of colleagues.			
37.	अध्यापकों में प्रतिस्पर्धा की भावना रहती है।			
	A feel of competition remains there among teachers.			
38.	सहयोगियों के द्वारा दिए जाने वाले सुझावों का आदर करते हैं।			
	Respect the suggestions given by colleagues.			
39.	विद्यालय से बाहर भी अपने सहयोगियों के साथ समय बिताते हैं।			
	Spend time with their colleagues even outside the school also.			
40.	वरिष्ठ अध्यापक, कनिष्ठ अध्यापकों को अच्छा कार्य करने के लिए प्रेरित करते हैं।			
	Senior teachers encourage the junior teachers for good work.			
41.	वरिष्ठ अध्यापक, कनिष्ठ अध्यापक के कार्य की			

	सराहना नहीं करते हैं।			
	Senior teacher doesn't admire the work of junior teacher.			
42.	अपने सहयोगियों से अच्छे सम्बन्ध रखते हैं।			
	Keep the good relation with their colleagues.			
43.	एक-दूसरे की भावनाओं की कद्र नहीं करते हैं।			
	Don't value each other emotions.			
44.	एक-दूसरे के बारे में जानकारी रखते हैं।			
	Keep the information about each other.			
45.	सहयोगियों के घर अक्सर आते-जाते रहते हैं।			
	Mostly visit the colleagues' house.			
46.	व्यवसायिक व पारिवारिक समस्याओं के निदान के लिए अपने सहयोगियों से राय लेते हैं।			
	To solve the commercial and personal issues take the advice from colleagues.			
47.	सहयोगियों से अपनी परेशानियाँ/कमियाँ छिपाते हैं।			
	Hide the tensions and weaknesses from colleagues.			
48.	सहयोगियों का कार्य पूरा करने के लिए उन्हें अपनी सेवाएं प्रदान करते हैं।			
	Help the colleagues to let their work get done.			
49.	सहयोगियों की जरूरतों का ध्यान नहीं रखते हैं।			
	Don't bother about the needs of colleagues.			
50.	अध्यापकों में परस्पर मैत्रीपूर्ण सम्बन्ध नहीं है।			
	Teachers always don't have friendly relations.			
51.	सभी एक-दूसरे के प्रति विश्वास रखते हैं।			
	All keep belief for each other.			
52.	विद्यालय के कुछ अध्यापक प्रायः खीजे हुए रहते हैं।			
	Some teachers of school always remain sulk.			
53.	कुछ अध्यापक प्रायः स्कूल छोड़ने की बात करते हैं।			
	Some teachers always talk about leaving school.			
54.	कुछ अध्यापक बहुमत द्वारा लिये गये निर्णयों का विरोध करते हैं।			
	Some teachers always object the decision taken by the majority.			
55.	कुछ अध्यापक स्टाफ मितिग के प्रति सजगता नहीं दिखाते हैं।			
	Few teachers not concerned for the staff meeting.			
56.	कुछ अध्यापक स्टाफमितिग में व्यर्थ के प्रश्न (अनुपयोगी व विषय से सम्बन्ध न रखने वाली) पूछते हैं।			
	Some teachers ask the irrelevant questions in the meetings.			
57.	कुछ अध्यापक विद्यालय के कार्यों में रुचि नहीं दिखाते हैं।			
	Some teachers don't show their interest in school works.			
58.	कुछ अध्यापकों के लिए मितिग में उपस्थित होना एक औपचारिकता है।			
	For some teachers remaining present in a meeting is merely a formality.			
59.	कुछ अध्यापक स्कूल में प्रायः देरी से पहुँचते हैं।			
	Some teachers always reach school late.			
60.	कुछ अध्यापक अपने विषय के प्रति रुचि नहीं दिखाते हैं।			
	Some teachers don't show interest towards their subject.			
61.	कुछ अध्यापक गैर-अध्यापक कर्मचारियों पर व्यर्थ का दबाव बनाते हैं।			
	Some teachers try to pressurize the non teaching staff.			
62.	अध्यापक विद्यालय के अन्य कार्यों को बोझ समझते हैं।			
	Teachers consider the other works of the school as a burden.			

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