# Organizational Climate and Job Anxiety of Primary School Teachers with Special Reference to Coimbatore District

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## ABSTRACT

The workload that teachers have to take on has a negative impact. Organizational culture is very important to provide teachers with comfortable working conditions. Otherwise, the organizational culture may deteriorate, leading to poor working conditions and teachers feeling insecure about their jobs. The purpose of this study was to determine the influence of workload and organizational climate on job insecurity among primary school teachers in Coimbatore. This study attempted to clarify the relationship between organizational climate and job insecurity among elementary school teachers. The sample consisted of 60 randomly selected teachers from various public and private elementary schools. Various tools measuring organizational climate and job insecurity were used to collect information. Data were analyzed using t-tests and person coefficient correlations. As a result, (43.3%) of the respondents had a moderate organizational climate, (40%) of the respondents had a good organizational climate, and (16.7%) of the respondents had a poor organizational climate. (43.3%) of respondents indicated that the organizational culture was poor. Those with low levels of job insecurity, those with moderate job insecurity (40%), and those with high levels of job insecurity (17%).

***KEYWORDS:*** *Organizational climate, Job anxiety and Teachers*

## INTRODUCTION

Schools are an important part of education and school systems in any country and play an important role in both the improvement and development of the education system. "Ahghar, 2008". Elementary school teachers play an important role in providing early education. Improving the quality of elementary school teachers is a top priority in developing capable human resources. Teachers are expected to actively participate in efforts to achieve the goals of primary education. Therefore, they play the role of teacher, role model, advisor, authority holder, reformer, leader, daily performer, visionary, pragmatist, storyteller, researcher, evaluator, etc. They need to learn different types of roles (Pullias & Young, 1968). The organizational culture of an educational institution is a product of the relationships between principals and staff, teachers and students, and teachers themselves. Based on this background, this study aims to focus on the importance between organizational climate and labor anxiety among elementary school teachers. Researchers believe that such studies will provide insights to teachers and improve their performance. If the school environment improves, teachers will feel less anxious about their jobs. A school's culture must provide a sense of security for employment and an encouraging environment to teach without fear.

## DEFINITION

**Halpin and Crafts (1963).** Who define climate of the school with reference to the behavior of the teachers and the principals. Good climate helps an individual to keep successfully in the right place. School climate plays a significant role in shaping the citizens of a nation because schools are social institutions.

**Srivastva (1985).** Anxiety is "employees" predisposition to emotional tension caused by him generalized feelings of vague fear, insecurity and apprehension in respect to one several constituents of his job life.

## Problem Statement:

The quality of a country's education depends on the quality of its schools, which in turn depend heavily on the quality of dedicated teachers who reduce workplace insecurity. A school's effectiveness and stability are primarily based on its organizational climate, as well as the satisfaction and reduced job insecurity of its engaged teachers. An organization can be defined as a system that consciously coordinates the activities of two or more people and influences their behavior. Schools as organizations have specific goals and objectives that they must achieve (National Education Policy 2004). The state of teaching and learning in schools appears to be influenced by school climate and teacher productivity. In this school culture, teachers have ownership, responsibility, and commitment to their work. Commitment is related to greater work effort and commitment (Mowday et al., 1979). Schools with positive teacher climates are more likely to have engaged teachers and reduce job anxiety (Reihl & Sipple, 1996). All teachers are expected to be ideal human beings with high moral standards. Professionally, he needs to have good relationships with all people involved in his work. Teachers' commitment to the school functioned as an institution.

## Research Scope:

Elementary schools and teachers play an important role in society by turning society towards teachers. Recent research suggests that good teaching is a complex endeavor that requires careful planning and the ability to adjust performance in response to student responses (Clark & Peterson, 1986). Baharami, Mohd. a other. (2016) showed in their study that improving organizational climate can be a valuable strategy to improve organizational commitment and reduce job insecurity. Jamal (2011) found in his study that job insecurity and overall employee morale and its components (workload, student cheating, etc.). Educational resources, poor relationships with colleagues, etc. are predictors of organizational culture. If quality education is the goal, it cannot be achieved without the sincere efforts of dedicated, responsible and dedicated teachers. Through their work in schools, dedicated teachers can play an important role in educating future members of society. Teachers should be accountable, responsible and dedicated to their work, but this is only possible if the school atmosphere is healthy and there are harmonious relationships. In this context, the researcher selected the problem at hand to study "organizational climate and job insecurity among elementary school teachers." The purpose of this study was to clarify the factors that contribute to the development of teachers' organizational culture, the development of a healthy working environment, and the reduction of labor anxiety.

## REVIEW OF LITERATURE

**Singh & Dhawan, (2012).** A stressful organizational climate is characterized by limited decision-making participation. Employees are not informed about policies; work activities are limited to routines, use of punishment and negative feedback, no group support, poor relationship with leaders, physical facilities work environment is not managed well. Herefore, a comfortable organizational climate can cause employees to be free from anxiety and improve the quality of work.

**Allam and Koteshwar (2005).** It is a general psychological fact that the individual becomes anxious more frequently about the work to which he develops a deep concern and is psychologically identified. The new challenges have posed greater job anxiety among all categories of employees working at different level among various types of organizations.

**McEvoy (2000).** Anxiety is "employees" predisposition to emotional tension caused by him generalized feelings of vague fear, insecurity and apprehension in respect to one several constituents of his job life. People's life in existing civilization has happen to more diversely challenging, complex, unthinking and dependent, is running by the clock.

## Methodology of the Study
## Objectives of the Study

- To find out personal profile of the respondents.
- To assess the level of organizational climate and job anxiety of primary school teachers.
- To find out association between personal profiles and organizational climate and job anxiety of primary school teachers.
- To find out the relationship between personal profile and organizational climate and job anxiety of primary school teachers.
- To valuable suggestion about organizational climate and job anxiety of primary school teachers.

**Research design:** 'Descriptive research design Method of Research' was adopted to conduct the present study.

**Universe of the study:** The universe of the current examination is the Coimbatore district.

**Sampling:** 60 primary school teachers were selected using simple random method from Coimbatore city of Tamil Nadu- INDIA. The selected teachers were working in public and private primary schools.

**Tools for data collection:** 1. Organizational Climate Description Questionnaire by Motilal Sharma (1978) was used to measure the School Organizational Climate. It consists of 64 statements and 8 sub areas. Higher the score on this scale indicates higher the organizational climate. The scale was found to have a reliability ranging from .34 to .81 and a validity of scale is 63.

2. Job Anxiety scale developed by Srivastava, A.K. (1977) was used to measure the job anxiety. It has 80 statements and 7 sub areas namely, security,

recognition, human relation at work, reward and punishment, self esteem, future prospects, and capacity to work. Higher the score on this scale indicates higher the job anxiety. The test-retest reliability of scale is.81.

**Statistical tools:** The following statistical techniques were used to analysis the data.
- ➢ Simple test
- ➢ t-test
- ➢ ANOVA
- ➢ Pearson's coefficient of correlation.

**Finds of the Study**

| Factors | MEDIUM | FREQUENCY | PERCENT |
|---|---|---|---|
| Age | 36-50 | 26 | 43% |
| Gender | Female | 38 | 63% |
| Type of family | Nuclear | 28 | 47% |
| Community | BC | 32 | 53% |
| Monthly income | Rs.35001-Rs.60000 | 27 | 45% |
| Educational Qualification | M.sc., B.Ed. | 37 | 60% |
| Years of experience | 15-25 | 35 | 58% |

**Simple Percentage Analysis**
- ➢ Less than half (43%) of the respondents is in the age group between 26-30 years.
- ➢ More than half (63%) of the respondents are female.
- ➢ Less than half (47%) of the respondents is in the nuclear type of family.
- ➢ Nearly (53%) of the respondents are BC Community.
- ➢ Less than half (45%) of the respondents are monthly income Rs. 35001-60000.
- ➢ More than half (60%) of the respondents are M.Sc,. B.Ed. of educational qualification.
- ➢ Nearly (58%) of the respondents are 15-25 years of experience.

**DISTRIBUTION OF THE RESPONDENTS BY LEVEL OF ORGANIZATIONAL CLIMATE OF PRIMARY SCHOOL TEACHERS**

| S. No | Organizational Climate | No. of Respondents | Percentage (%) |
|---|---|---|---|
| 1 | Good | 24 | 40.0 |
| 2 | Moderate | 26 | 43.3 |
| 3 | Poor | 10 | 16.7 |
| TOTAL | | 60 | 100 |

**INTERPRETATION**
The above table depicts that (43.3%) of the respondents are moderate level of organizational climate, (40%) of the respondents are good level of organizational climate and (16.7%) of the respondents are poor level of organizational climate.

**DISTRIBUTION OF THE RESPONDENTS BY LEVEL OF JOB ANXIETY OF PRIMARY SCHOOL TEACHERS**

| S. No | Job Anxiety | No. of Respondents | Percentage (%) |
|---|---|---|---|
| 1 | High | 10 | 17.0 |
| 2 | Moderate | 24 | 40.0 |
| 3 | Low | 26 | 43.0 |
| TOTAL | | 60 | 100 |

**INTERPRETATION**
The above table depicts that (43.3%) of the respondents are low level of job anxiety, (40%) of the respondents are moderate level of job anxiety and (17%) of the respondents are high level of job anxiety.

**Influence of Personal Profile and level of Organizational Climate and Job Anxiety of Primary School Teachers.**

| Variables | Statistical tool | Value | Result |
|---|---|---|---|
| Age and Organizational Climate | ANOVA | F= .040 T<0.05 | Significant |
| Gender and Organizational Climate | t-test | t = 1.051 p>0.05 | Not-Significant |
| Type of family and Organizational Climate | ANOVA | F= .000 T<0.05 | Significant |
| Community and Organizational Climate | t-test | t = .050 p<0.05 | Significant |
| Educational Qualification and Organizational Climate | ANOVA | F= .353 P>0.05 | Not-Significant |
| Income and Organizational Climate | ANOVA | F= .943 P>0.05 | Not-Significant |

➢ There is significant difference in the age and organizational climate among primary school teachers.
➢ There is no significant difference in the gender and organizational climate among primary school teachers.
➢ There is significant difference in the type of family and organizational climate among primary school teachers.
➢ There is significant difference in the community and organizational climate among primary school teachers.
➢ There is no significant difference in the educational qualification and organizational climate among primary school teachers.
➢ There is no significant difference in the income and organizational climate among primary school teachers.

**CORRELATION TABLE SHOWING RELATIONSHIP BETWEEN PERSONAL PROFILE AND LEVEL OF ORGANIZATIONAL CLIMATE AND JOB ANXIETY**

| | Age | Gender | Education qualification | Organizational Climate | Job Anxiety |
|---|---|---|---|---|---|
| **Age** Pearson Correlation Sig.(2 tailed)N | 1 | .005 | -.019 | -.146 | .001 |
| **Gender** Pearson Correlation Sig.(2 tailed)N | .005 | 1 | -.046 | -.393[**] | -.296[*] |
| **Education qualification** Pearson Correlation Sig.(2 tailed)N | -.019 | -.046 | 1 | .087 | .194 |
| **Organizational Climate** Pearson Correlation Sig.(2 tailed)N | -.146 | -.393[**] | .087 | 1 | .256[*] |
| **Job Anxiety** Pearson Correlation Sig.(2 tailed)N | .001 | -.296[*] | .194 | .256[*] | 1.000 |

*Correlation is significant at the 0.05 level (2-tailed).*
**Correlation is significant at the 0.01 level (2-tailed).**

➢ There is significant relationship between the gender and organizational climate of the respondents.
➢ There is significant relationship between the gender and level of job anxiety of the respondents.
➢ There is significant relationship between the organizational climate and gender of the respondents.
➢ There is significant relationship between the organizational climate and level of job anxiety of the respondents.
➢ There is significant relationship between the level of job anxiety and gender of the respondents.
➢ There is significant relationship between the level of job anxiety and organizational climate of the respondents.

## Recommendations

➢ Organizational climate has been found to be the best predictor of teachers' job anxiety.

➢ Therefore, every effort should be made to maintain a comfortable and secure organizational climate so that teachers can work more professionally.

➢ Applying cultural competency and promoting social justice in teacher training.

➢ Codes of conduct and professional ethics serve as guidelines for teachers in the performance of their duties.

➢ These include good citizenship, dress code, and the teacher's ability to interact with others and society at large.

➢ Educational planners and administrators should be responsible for educational programs in order to enhance the professional organizational climate and level of professional responsibility of school teachers.

➢ Teachers need to understand the community and actively participate in various activities related to the development of the school, and the community also needs to understand the community by providing rich human resources designed for development.

➢ They must be able to internalize the values of their everyday world: individual learners, families, communities, and larger society.

➢ Professionalism, Knowledge Expansion, Knowledge refers to the content knowledge, technical knowledge, and practical understanding that teachers need to perform their tasks.

➢ Teachers should always strive to integrate with their profession and see it as an inseparable part.

## CONCLUSION

This study is an example of empirical evidence that a positive organizational climate has a direct impact on reducing job insecurity. A healthy organizational culture has a direct impact on high work engagement. Teachers need to be exposed to an intense workload and a healthy organizational climate to reduce job insecurity, increase work productivity, and maintain teacher professionalism. This study has the limitation of only using independent variables in the form of external teacher factors. Additionally, researchers should pay more attention to internal factors that are not available in this study, such as: B. Self-regulation, resilience, self-efficacy, self-control, emotional intelligence, and other internal factors. As a result, (43.3%) of the respondents had a moderate organizational climate, (40%) of the respondents had a good organizational climate, and (16.7%) of the respondents had a poor organizational climate. (43.3%) of respondents indicated that the organizational culture was poor. Those with low levels of job insecurity, those with moderate job insecurity (40%), and those with high levels of job insecurity (17%).

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