

## **SCHOOL CLIMATE AND JOB INVOLVEMENT – A STUDY ON SCHOOL TEACHERS OF CBSE AND ICSE BOARD**

\*Swaha Bhattacharya \*\*Monimala Mukherjee

### **ABSTRACT**

*School climate refers the environment that affects the behaviour of teachers, students, staff and parents. It is the physical and psychological aspects of the school that are more susceptible to change and that provide the preconditions necessary for teaching and learning. On the other hand, job involvement is an individual's psychological identification or commitment to his / her job. The aim of the present investigation is to study the school climate and job involvement as perceived by the school teachers of CBSE and ICSE board across Kolkata. Accordingly, a group of 80 school teachers (40 from CBSE and 40 from ICSE board) were selected as sample in this investigation. General Information Schedule, Perceived School Climate Questionnaire and Perceived Job Involvement Questionnaire were administered to them by giving proper instruction. The findings revealed that school climate as perceived by the teachers of ICSE Board is comparatively better than that of the CBSE Board. The same is true for job involvement also. Besides this, the more the duration of service the better is the perceived school climate as well as job involvement. The highlights of the findings may help to create better school climate and to increase more job involvement of school teachers in comparison to the existing condition.*

### **INTRODUCTION**

School is a place where interests, attitudes and habits of the students develop besides education. Many activities in the classroom have an influence on the students. These are instrumental for personality development. The classroom climate is therefore an important input into the building of an effective learning environment. A stimulating educational environment is important to develop positive motivational consequences. On the contrary, negative motivational consequences are not facilitative at all (Burger, 1997; Das, 1996; Eccles, et al. 1993; Chen, 2005; Brock et. al. 2008). Regarding the roles of teachers and administrators, Taylor and Tashakkori (1995) found that a positive school climate is associated with increased job satisfaction for school personnel.

Job involvement has a direct correlation with job satisfaction and also influences the work performance, sense of achievement and unexplained absenteeism (Robinowitz and Hall, 1977). Brown and Leigh (1996) argue that one reason for the weak and inconsistent relationship between job involvement and performance may be that job involvement is more likely to affect performance indirectly through other variables. Bhatt (1997) studied on job stress, job involvement and job satisfaction of male and female primary school teachers. The results indicated that the public school teacher's job stress was high and was negatively associated with job involvement. Job involvement and job satisfaction have negative correlation between private and public school teachers. Job involvement for teachers based on motivational aspects like transparent employment mechanism, performance and merit based promotions and unbiased administration (Khan, 2004).

Job involvement is the employee's abrupt responses to the work and these responses generated by norms, structures and policies of the organizations. It also enhances the satisfaction, loyalty and motivation towards organization (Salami, 2008). Hafer and Martin (2006) have pointed out that job involvement had been associated with work related attitudes as well as subsequent predictor of work related outcomes such as intentions to leave an organization, professional commitment and ethical behavior, psychological ownership and performance, lower role conflict and role ambiguity and an employee's readiness to change. Job involvement is the way a person looks at his job as a relationship with the working environment and the job itself. Job involvement is morale; motivation and job satisfaction which enhance the job interest, job commitment and performance (Evans, 2000). The relationship between career choice and job involvement is very important for a teacher. Lack of this relationship is the cause of low job interest, satisfaction and low loyalty level towards the organization. The outcomes of job satisfaction are very dramatic, i.e., strong and positive behavior of the teacher towards quality work, job involvement, administrative contributions and performance. Considering the above the present investigation has been designed to study school climate and job involvement as perceived by the school teachers of CBSE and ICSE Board.

## **OBJECTIVES**

1. To study the school climate as perceived by the school teachers of CBSE and ICSE Board.
2. To study the job involvement as perceived by the school teachers of CBSE and ICSE Board.

## Hypotheses

**Hypothesis – I:** School teachers of CBSE and ICSE Board differ among themselves in terms of perceived school climate.

**Hypothesis – II:** School teachers of CBSE and ICSE Board differ among themselves in terms of perceived job involvement.

**Hypothesis – III:** School climate as perceived by the school teachers of CBSE Board is differentially associated with duration of service.

**Hypothesis – IV:** School climate as perceived by the school teachers of ICSE Board is differentially associated with duration of service.

**Hypothesis – V:** Job involvement as perceived by the school teachers of CBSE Board is differentially associated with duration of service.

**Hypothesis – VI:** Job involvement as perceived by the school teachers of ICSE Board is differentially associated with duration of service.

**Hypothesis – VII:** School climate as perceived by the school teachers of CBSE and ICSE Board is differentially associated with gender.

**Hypothesis – VIII:** Job involvement as perceived by the school teachers of CBSE and ICSE Board is differentially associated with gender.

## METHOD

### Sample

A group of 80 teachers (40 from CBSE and 40 from ICSE Board) from four schools were selected as subjects following the purposive sampling method.

**Table – 1(a):** General characteristic features of the school teachers of CBSE Board.

General Characteristic features	School teachers of CBSE Board					
	Male = 20		Female = 20		Comb. = 40	
	f	%	f	%	f	%
1. Age in years (Mode Value)	48 Years		46 Years		47 Years	
2. Education						
(a) Graduate	10	50	10	50	20	50
(b) Post-graduate	10	50	10	50	20	50
3. Designation						
(a) Assistant teacher	8	40	11	55	19	47.5
(b) Senior teacher	12	60	9	45	21	52.5
4. Duration of Service						
(a) Below fifteen years	9	45	7	35	16	40
(b) Above fifteen years	11	55	13	65	24	60
5. Marital Status						
(a) Married	13	65	14	70	27	67.5
(b) Unmarried	7	35	6	30	13	32.5

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**Table – 1(b):** General characteristic features of the school teachers of ICSE Board

General Characteristic features	School teachers of ICSE Board					
	Male = 20		Female = 20		Comb. = 40	
	f	%	f	%	f	%
1. Age in years (Mode Value)	49 Years		47 Years		48 Years	
2. Education						
(a) Graduate	10	50	10	50	20	50
(b) Post-graduate	10	50	10	50	20	50
3. Designation						
(a) Assistant teacher	7	35	12	60	19	47.5
(b) Senior teacher	13	65	8	40	21	52.5
4. Duration of Service						
(a) Below fifteen years	8	40	11	55	19	47.5
(b) Above fifteen years	12	60	9	45	21	52.5
5. Marital Status						
(a) Married	11	55	16	80	27	67.5
(b) Unmarried	9	45	4	20	13	32.5

### Tools Used

#### (a) General Information Schedule

It consists of items like name, age, address, gender, education, marital status, designation of teachers, duration of service etc.

#### (b) Perceived School Climate Questionnaire

It consists of 34 statements answerable in a 5-point scale from strongly agree to strongly disagree where high score indicates good and favourable school climate as perceived by the teachers and vice versa. Odd-even split-half reliability is 0.76.

#### (c) Perceived Job Involvement Questionnaire

It consists of 34 statements answerable in a 5-point scale from strongly agree to strongly disagree where high score indicates good and favourable job involvement as perceived by the teachers and vice versa. Odd-even split-half reliability is 0.78.

### ADMINISTRATION, SCORING AND STATISTICAL TREATMENT

After consultation with the authorities of selected schools of CBSE and ICSE Board, three questionnaires, viz, General Information Schedule, Perceived School Climate Questionnaire and Perceived Job Involvement Questionnaire were administered on a group of 80 school teachers of CBSE and ICSE Board across Kolkata. Tabulation was done for both groups separately. Frequencies and percentages were calculated

for General Information Schedule. Mean and SD were calculated for other two questionnaires for each groups separately. Comparisons were made by applying t-test.

## RESULTS AND DISCUSSION

General characteristic data inserted in Table – 1(a) and Table – 1(b) reveal the characteristic features of the subjects, under study.

Data inserted in Table – 2 reveals that the school climate as perceived by the school teachers of ICSE Board is better than that of the CBSE Board. Comparative picture reveals significant difference between the two groups. More calm and quiet school environment, good teacher – student relationship, good relationship with colleagues and administration are the main reasons behind the difference of opinion between the two groups. Thus the Hypothesis – I which postulates, “School teachers of CBSE and ICSE Board differ among themselves in terms of perceived school climate”- is accepted in this investigation.

**Table – 2:** Comparison between the School teachers of CBSE and ICSE Board in terms of perceived school climate.

Category	Perceived School Climate Scores						t – value
	CBSE Board			ICSE Board			
	N	Mean	SD	N	Mean	SD	
Male	20	127.57	7.19	20	135.42	8.21	3.22*
Female	20	130.24	7.84	20	138.71	8.72	3.23*
Combined	40	128.90	7.65	40	137.06	8.56	4.51*

\* P<0.01 ; Score Range: 34 - 170

High score indicates good and favourable school climate and vice versa.

When comparison was made between the teachers of CBSE and ICSE Board in terms of perceived job involvement (data inserted in Table – 3), significant difference was observed. Analysis of data reveals that job involvement of the teachers of ICSE Board is better than that of the CBSE Board although satisfactory job involvement was observed between the two groups of teachers. The reasons behind the difference is mainly due to : (1) nature of job keeps mentally active, (2) job enhances social dignity, (3) it helps to contact with different types of people and lastly (4) the job is

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labeled as a noble profession. Thus the Hypothesis – II which states, “School teachers of CBSE and ICSE Board differ among themselves in terms of perceived job involvement” - is accepted in this investigation.

**Table – 3:** Comparison between the school teachers of CBSE and ICSE Board in terms of perceived job involvement.

Category	Perceived Job Involvement Scores						t – value
	CBSE Board			ICSE Board			
	N	Mean	SD	N	Mean	SD	
Male	20	118.25	7.16	20	127.11	7.90	3.72*
Female	20	120.32	8.23	20	129.17	8.31	3.39*
Combined	40	119.28	7.85	40	128.14	8.29	4.92*

\* P<0.01 ; Score Range: 34 - 170

High score indicates satisfactory job involvement and vice-versa.

Data inserted in Table – 4 reveals the comparative picture between the school teachers of CBSE Board whose duration of service is below and above fifteen years in terms of perceived school climate. Better perception was observed among the teachers whose duration of service is above fifteen years than those whose duration of service is below fifteen years. The reasons behind this are mainly (a) work culture promotes joint contribution for school development, (b) administrative body of the school holds regular meetings to facilitate a two-way communication system, and (c) colleagues generally support as per necessity etc. Besides this, junior group of school teachers of CBSE Board whose duration of service is below fifteen years have expressed negative opinion regarding perceived school climate, such as improper physical environment, negative impact of politicization, unhealthy student-teacher relationship etc. Thus the Hypothesis – III which states, “School climate as perceived by the school teachers of CBSE Board is differentially associated with duration of service” - is accepted in this investigation.

**Table – 4:** Comparison between the School teachers of CBSE Board whose duration of service is below and above fifteen years in terms of perceived school climate.

Category	Perceived School Climate Scores						t – value
	Below fifteen years			Above fifteen years			
	N	Mean	SD	N	Mean	SD	
Male	9	111.25	7.12	11	126.43	7.91	4.52*
Female	7	117.12	7.67	13	130.31	8.12	3.59*
Combined	16	114.18	7.73	24	128.37	8.51	5.46*

\* P<0.01 ; Score Range: 34 - 170

High score indicates good and favourable school climate and vice versa.

Comparison was also made between the two groups of teachers of ICSE Board whose duration of service is below and above 15 years (data inserted in Table – 5) in terms of perceived school climate, significant difference was observed. It is mainly due to – (i) good and healthy teacher-student relationship, (ii) availability of modern educational devices, (iii) democratic administrative style and (iv) proper and effective controlling in problem situation. But unsatisfactory relationship with colleagues was observed among those whose duration of service is below fifteen years. Thus the Hypothesis – IV which states, “School climate as perceived by the school teachers of ICSE Board is differentially associated with duration of service” - is accepted in this investigation.

**Table – 5:** Comparison between the School teachers of ICSE Board whose duration of service is below and above fifteen years in terms of perceived school climate.

Category	Perceived School Climate Scores						t – value
	Below fifteen years			Above fifteen years			
	N	Mean	SD	N	Mean	SD	
Male	8	120.23	7.21	12	132.57	8.85	3.42*
Female	11	123.74	7.89	9	136.39	8.72	3.36*
Combined	19	121.98	7.75	21	134.48	8.87	4.75*

\*P<0.01 ; Score Range: 34 - 170

High score indicates good and favourable school climate and vice versa.

When comparison was made between the school teacher of CBSE Board whose duration of service is below and above fifteen years in terms of perceived job involvement, significant difference was observed ( data inserted in Table – 6). Here also, the more the duration of service, the better is the perception. Feeling exhausted at the end of the day, excessive work pressure and sometimes difficult to keep patience are the main reasons behind the difference of opinion between the two groups, and, this opinion is mainly expressed by the junior group. Thus the Hypothesis – V which postulates, “Job involvement as perceived by the school teachers of CBSE Board is differentially associated with duration of service” - is accepted in this investigation.

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**Table – 6:** Comparison between the School teachers of CBSE Board whose duration of service is below and above fifteen years in terms of their perceived job involvement.

Category	Perceived Job Involvement Scores						t – value
	Below fifteen years			Above fifteen years			
	N	Mean	SD	N	Mean	SD	
Male	9	107.36	7.45	11	119.21	7.88.	3.44*
Female	7	111.40	7.20	13	123.22	8.23	3.33*
Combined	16	109.38	7.41	24	121.21	8.32	4.71*

\* P<0.01 ; Score Range: 34 - 170

High score indicates satisfactory job involvement and vice versa.

Job involvement as expressed by the school teachers of ICSE Board whose duration of service is below and above fifteen years was inserted in Table – 7. Analysis of data reveals that the more the duration of service, the better is the job involvement. The negative attitudes behind job involvement are mainly work over-load, maladjustment with colleagues and administration and multiple responsibilities in work setting. Thus, the Hypothesis – VI which states, “Job involvement as perceived by the school teachers of ICSE Board is differentially associated with duration of service” - is also accepted in this investigation.

**Table – 7:** Comparison between the School teachers of ICSE Board whose duration of service is below and above fifteen years in terms of perceived job involvement.

Category	Perceived Job Involvement Scores						t – value
	Below fifteen years			Above fifteen years			
	N	Mean	SD	N	Mean	SD	
Male	8	113.53	7.37	12	125.64	8.90	3.31*
Female	11	116.26	7.11	9	128.14	8.39	3.37*
Combined	13	114.89	7.74	21	126.89	8.99	4.54*

\* P<0.01 ; Score Range: 34 - 170

High score indicates satisfactory job involvement and vice versa.



Comparison was also made between the male and female group of school teachers of CBSE and ICSE Board (data inserted in Table – 8) in terms of perceived school climate. No significant difference was observed. Thus, the Hypothesis – VII which postulates, “School climate as perceived by the school teachers of CBSE and ICSE Board is differentially associated with gender difference” - is rejected in this investigation.

**Table – 8:** Comparison between male and female group of school teachers of CBSE and ICSE Board in terms of perceived school climate.

Category	Perceived school climate scores						t – value
	Male			Female			
	N	Mean	SD	N	Mean	SD	
CBSE Board	20	127.57	7.19	20	130.24	7.84	1.12*
ICSE Board	120	135.42	8.21	20	138.71	8.72	1.23*

\* Difference is insignificant; Score Range: 34 - 170

High score indicates good and favourable school climate and vice versa.

When comparison was also made between the male and female group of teachers of CBSE and ICSE Board in terms of perceived job involvement, no significant difference was observed (data inserted in Table – 9). Thus, the Hypothesis – VIII which state, “Job involvement as perceived by the school teachers of CBSE and ICSE Board is differentially associated with gender difference” - is rejected in this investigation.

**Table – 9:** Comparison between male and female group of school teachers of CBSE and ICSE Board in terms of perceived job involvement.

Category	Perceived job involvement scores						t – value
	Male			Female			
	N	Mean	SD	N	Mean	SD	
CBSE Board	20	118.25	7.16	20	120.32	8.23	0.85*
ICSE Board	120	127.11	7.90	20	129.17	8.31	0.80*

\* Difference is insignificant; Score Range: 34 - 170

High score indicates satisfactory job involvement and vice versa.

**Major findings of the study are as follows :**

1. School climate as perceived by the teachers of ICSE Board is better than that of the CBSE Board. Calm and quiet school environment, good teacher – student relationship, good relationship with colleagues and administration are the main reasons behind the difference of opinion between the two groups.
2. Job involvement of the teachers of ICSE Board is better than that of the CBSE Board. The reasons behind the difference is mainly due to : (1) nature of job keeps mentally active, (2) the job enhances social dignity, (3) it helps to contact with different types of people and (4) the job is labeled as a noble profession.
3. The more the duration of service, the better is the perceived school climate. This is true for both ICSE and CBSE Board.
4. The more the duration of service, the better is the job involvement. This is also true for both ICSE and CBSE Board.
5. Gender-wise comparisons reveal no significant difference in terms of perceived school climate and job involvement. This is true for both CBSE and ICSE Board.

**Concluding Remarks**

In conclusion it can be said that the present investigation has revealed certain interesting facts in connection with the school climate and job involvement as perceived by the school teachers of CBSE and ICSE Board. Measures may be taken to create more congenial school climate considering the findings of the study.

In order to make the teachers more involved in their jobs care should be taken regarding work overload, multiple responsibility, personal life of the teacher and overall condition of the work environment.

In order to improve school climate, it is crucial to develop a strong leadership team where teachers, parents, community members and members of administrative body would work together to build a good, healthy and congenial school climate and also to increase more involvement in job in comparison to the existing condition.

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Received = 12 May, 2011

Corrected = 23 June 2011

Corrected = 10 Junly, 2011

Accepted = 17 August, 2011

\* *Department of Applied Psychology, University of Calcutta*

\*\* *Department of Psychology, Women's College, Calcutta*