



ORGANIZATIONAL CLIMATE & GOAL DETERMINATION OF STUDENTS

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Education without clear cut aims like radar less ship. Every pilot has a route chart and set timing of landing at predetermined destination. There is constitution or set of principles through which country govern. Similarly, there should be properly defined and declared principles, aims and objective of education or the basis of which policies and programmes of education have to be formulated to achieve the set goals without wasting scarce energies and resources in chasing the wild goose.

It is felt that our education system has not followed the desired aims as a result that it does not produce ideal citizen in the country. It has followed, rather a narrow aim of preparing individuals for livelihood as mentioned in many studies conducted on organization.

“Looking at the future of mankind, there is a mixed feeling. While we are striving for a better global economic and social order, there are numerous hard core problems created by us throughout the passage of history. World over the societies are witnessing, widening economic disparities among and within the countries, mounting debt burden, rapid population growth, wide spread environmental degradation, civil strife and armed conflict, political turmoil, poverty and what is worst, total value deterioration.”(Khandelwal)

The nature of the school workplace has long been of interest to scholars of educational organizations, but it is only recently that other educational researchers, reformers, and school practitioners have become fascinated with the topic as well. The notion of the feel of the workplace has been referred and studied under a variety of labels including organizational character, milieu, atmosphere, organizational ideology, ecology, field, situation, informal organization, and more recently, climate and culture. Teachers, administrators, and parents readily use such terms as school climate and school culture with ease, yet there is little shared conception of specific meaning for any of these terms. Why the allure of these general, abstract, and ambiguous terms? First, they make intuitive sense. They seem to capture something real about organizations; schools do have distinctive identities and atmospheres. But more than that, the notion of climate has become a component of the school effectiveness and reform movement in education. School climate, for example, has been identified with Edmond's (1979) model of effective schools in which he argues that strong administrative leadership, high performance expectations, a safe and orderly environment, an emphasis on basic skills, and a system of monitoring student progress constitute a school climate that promotes academic achievement. Thus, positive school climate has become part of the effective school rhetoric and is advocated by educational practitioners and reformers as a specific means for improving student achievement. Nonetheless, two nagging problems remain. First, there is no common understanding of the meaning of school climate. The rhetorical use of climate has obscured the need for clear definition.

Second, there is little systematic empirical evidence linking school climates a scientific construct with academic achievement (Purkey & Smith, 1983; Ralph & Fennessy, 1983; and Rowan, Bossert, & Dwyer, 1983). Indeed, until school climate is carefully defined and its dimensions mapped and measured, little progress will be made in determining which aspects of climate are directly related to student achievement.

School climate is multi-dimensional and influences many individuals, including students, school personnel, and the community, as Freiberg (1998) notes, “school climate can be a positive influence on the health of the learning environment or a significant barrier to learning.”

Research shows that school climate can affect many areas and people within school. For example, a positive school climate has been associated with fewer behavioral and emotional problems for students. (Kuppemi et. Al.,1997) Additionally, specific research on school climate indicates that a positive, supportive, and culturally conscious school climate can significantly shape the degree of academic success (Haynes & Comer 1993). Further, positive school climate perception are protective factor for boys and may supply high-risk students With a supportive learning environment yielding healthy development as well as preventing anti social behaviour. (Haynes, 1998; Kupermincet al., 1997). Education must not merely provide academic success but most importantly train students to lead better lives. In order to survive and be successful, a student must learn how to overcome adversities. A student is groomed in a school where s/he spends substantial amount of time. School is an institution where students learn and grow intellectually and most importantly it is the school, which nurtures the student's personality and character. According to Chambers English Dictionary, 'school' is 'an institution for education, especially primary or secondary, or for teaching of special subjects'.



School climate – by definition – reflects students, school personnel and parents social, emotional and ethical as well as academic experiences of school life. Over the last decade, research studies from a range of historically somewhat desperate fields (e.g., risk prevention, health promotion, character education, mental health, and social-emotional learning) have identified research-based school improvement guidelines that predictably create safe, caring, responsive and participatory schools (American Psychological Association, 2003; Benninga, Berkowitz, Kuehn, & Smith, 2003; Berkowitz & Bier, 2005; Greenberg et al., 2003; Durlak & Weissberg, 2005).

Brookmeyer et al (2006) investigate the joint contribution of parents and schools on changes in violent behavior over time among a sample of 6,397 students (54% female) from 125 schools. This study examined the main and interactive effects of parent and school connectedness as buffers of violent behavior within a hierarchical linear model, focusing on both students and schools as the unit of analysis. Results show that students who feel more connected to their schools demonstrate reductions in violent behavior over time. On the school level, our findings suggest that school climate serves as a protective factor for student violent behavior. Finally, parent and school connectedness appear to work together to buffer adolescents from the effects of violence exposure on subsequent violent behavior. Brookover, W. (1978) in his quasi experimental study investigates the relationships among a variety of school-level climate variables and mean school achievement in a random, sample of Michigan elementary schools. School-level SES, racial composition and climate were each highly related to mean school achievement; only a small proportion of the between-school variant in achievement is explained by SES and racial composition after the effect of school climate is removed.

Jonathan Cohen(2006) argues that the goals of education need to be reframed to prioritize not only academic learning, but also social, emotional, and ethical competencies. Surveying the current state of research in the fields of social emotional education, character education, and school-based mental health in the United States, Cohen suggests that social-emotional skills, knowledge, and dispositions provide the foundation for participation in a democracy and improved quality of life. Cohen discusses contemporary best practices and policy in relation to creating safe and caring school climates, home-school partnerships, and a pedagogy informed by social-emotional and ethical concerns. He also emphasizes the importance of scientifically sound measures of social-emotional and ethical learning, and advocates for action research partnerships between researchers and practioners to develop authentic methods of evaluation. Cohen notes the gulf that exists between the evidence- based guidelines for social-emotional learning, which are being increasingly adopted at the state level, and what is taught in schools of education and practiced in pre K–12 schools. Finally, he asserts that social, emotional, ethical, and academic education is a human right that all students are entitled to, and argues that ignoring these amounts to a social injustice.

Creemers, B. P. M. & Reezigt, G. J. (1999), has argued that climate of school must be like a strong foundation of a house. The climate of a school is the foundation that supports the structures of teaching and learning. Eliot, M., Cornell, D., Gregory, A., Fan, X. emphasis on school supportive climate. In his study he investigated the relations between student perceptions of support and student willingness to seek help for bullying and threats of violence in a sample of 7,318 ninth-grade students from 291 high schools who participated in the Virginia High School Safety Study. According to National School Climate Council (2007) the quality and character of school life, fosters — or undermines — children’s development, learning and achievement. Research confirms what teachers and parents have claimed for decades: a safe and supportive school environment, in which students have positive social relationships and are respected, engaged in their work and feel competent, matters. A growing number of reports, studies and legislation emphasize the importance of positive school climate in reducing achievement inequities, enhancing healthy development and promoting the skills, knowledge and dispositions that provide the foundation for 21st century school — and life — success. This paper targets school leaders regarding the gap between findings from school climate research and school climate policy and practice, including teacher education and community support and engagement.

Osher, D., Bear, G.B., Sprague, J.R. & Doyle, W. (2010) emphasis on school discipline. According to them school discipline addresses schoolwide, classroom, and individual student needs through broad prevention, targeted intervention, and development of self-discipline. Schools often respond to disruptive students with exclusionary and punitive approaches that have limited value.

Rohini, J (1981) studied on, “Attribution of Success and Failure in Relation to Academic Achievement and Self Perception. The aim of the study was to identify the factors that affected success and failure with respect to personal factors, school, home and environment and determine the relationship between academic achievement and self reports of success and failure. The study involved 202 students who had appeared for the SSC exams in March 1980, out of 25 had scored blow 35%.



The findings revealed that school played an important role for academic achievement and success and failure. The study indicated that pointed low achievers blamed school for their failure whereas high achievers gave the credit to home factors. The study further provided evidence that all four factors were important with respect to academic achievement and affected it to the same degree.

The organisational climate of school play significance role in deciding the goals of students. Positive climate create a healthy image on mind of students about surrounding in which they learn. It helps them to think positive. Climate of school supports to students to draw a sketch about their future life. It helps them to fight against adversities in life. The students should feel safe, secure and shouldn't become victim of bullying. The climate instills the ethical and social value beside making them a responsible citizen to society. Healthy climate create a safe and secure environment, where students feel their self a healthy competition between them without favourism and it incorporate a good civic sense in students resulting determining the goals, they might achieve..

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