

Gender and Organizational Climate : A Comparative Analysis of Teachers of Kendriya Vidyalayas and Navodaya Vidyalayas

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Abstract : This study investigated the influence of gender on the organizational climate of secondary school teachers within Kendriya Vidyalayas and Navodaya Vidyalayas in Himachal Pradesh, India. A sample of 370 teachers, equally split between Kendriya Vidyalayas and Navodaya Vidyalayas (185 from each), was drawn from 12 districts across Himachal Pradesh. The Organizational Climate Scale for Teachers (OCST-SV) by Dr. (Mrs.) Venita Singh (2015) was used to measure organizational climate. To determine if there was a significant disparity in organizational climate based on gender, a t-test was employed. Analysis of Kendriya Vidyalayas revealed that male teachers had a mean organizational climate score of 267.01 (SD=26.80), while female teachers scored 261.81 (SD=26.17). The calculated t-ratio of 1.33 ($p < 0.05$) was not statistically significant, indicating no significant difference in organizational climate between male and female teachers in Kendriya Vidyalayas. Similarly, within Navodaya Vidyalayas, male teachers exhibited a mean organizational climate score of 256.21 (SD=31.27) and female teachers a score of 259.54 (SD=28.45). The t-ratio of 0.75 ($p < 0.05$) was also not statistically significant, suggesting no significant gender-based difference in organizational climate among Navodaya Vidyalaya teachers. Consequently, the overall findings indicate no significant difference in the organizational climate of school teachers from either Kendriya Vidyalayas or Navodaya Vidyalayas with respect to gender.

Key Words: Organizational Climate, Kendriya Vidyalaya, Navodaya Vidyalaya, School Teachers.

1. INTRODUCTION :

Himachal Pradesh, a northern Indian state, is home to a robust secondary education system, including both Kendriya Vidyalayas and Navodaya Vidyalayas, which play a crucial role in shaping the academic landscape. Within any educational institution, the organizational climate significantly influences the well-being and effectiveness of its teaching staff. Organizational climate refers to the shared perceptions of the practices, procedures, and behaviors that are rewarded and supported in a particular work environment. A positive organizational climate can foster job satisfaction, reduce stress, and enhance teacher performance, ultimately benefiting student learning outcomes. Conversely, a negative climate can lead to disengagement, burnout, and high teacher turnover. Understanding the factors that contribute to or influence organizational climate is therefore paramount for creating supportive and productive educational settings. Among the many potential influencing factors, gender is often considered due to societal roles, expectations, and personal experiences that may shape individuals' perceptions of their work environment. Research on gender and organizational climate in educational contexts has yielded mixed results, with some studies suggesting differences in experiences between male and female teachers, while others indicate no significant variations. This variability highlights the need for context-specific investigations to clarify the role of gender in shaping teachers' perceptions of their school's organizational climate. This study specifically focuses on secondary school teachers in Kendriya Vidyalayas and Navodaya Vidyalayas within Himachal Pradesh. These two types of schools represent distinct administrative structures and educational philosophies, making a comparative analysis valuable. Kendriya Vidyalayas are centrally funded schools primarily for children of transferable central government employees, while Navodaya Vidyalayas are residential schools for talented rural children, funded by the Ministry of Education. Examining both provides a broader understanding of how gender might interact with organizational climate across different school

models in the region. The primary objective of this research was to investigate whether gender exerts a significant influence on the organizational climate as perceived by secondary school teachers in these specific school systems in Himachal Pradesh. By doing so, this study aims to contribute to the existing body of literature on organizational climate in education, particularly within the Indian context, and provide insights for fostering more inclusive and supportive work environments for all teachers.

(a) Organizational Climate :

Organizational climate within schools represents the pervasive ethos and culture that shapes the educational environment, encompassing shared perceptions of attitudes, values, and behaviors among all stakeholders. A positive climate is crucial for fostering learning and growth, while a negative one can hinder progress and satisfaction. “Organizational climate is an affective event influencing employees' emotions and subsequent information - processing behaviors”, Haakonsson et al., (2008)¹. Effective leadership from principals and administrators is central to cultivating this positive environment, as their styles, decisions, and communication methods profoundly influence the school's culture. Supportive leadership promotes collaboration, innovation, and a collective sense of purpose. Furthermore, strong interpersonal connections among staff, students, and parents, characterized by open communication, mutual respect, and empathy, are pivotal for building a sense of belonging and trust. Commitment to equity and inclusion also creates a welcoming atmosphere where all individuals feel valued and respected, enhancing engagement and positive contributions. The physical environment, including well-maintained and safe facilities, also significantly impacts the overall atmosphere. Ultimately, organizational climate is a social system designed to optimize individual efforts towards collective goals, reflecting the overall quality and character of the working environment. It encompasses members' perceptions of trust, collaboration, morale, job satisfaction, and commitment, fundamentally shaping the educational experience and outcomes. “Organizational climate is the assessment of individuals' perceptions regarding various aspects of the organizational environment”, Owens & Valesky (2015)².

(b) Kendriya Vidyalaya :

Kendriya Vidyalayas³ form a substantial network of schools managed by the Kendriya Vidyalaya Sangathan, operating under India's Ministry of Education. This widespread system, as of late 2024, comprises 1,260 schools across India and three international branches in Moscow, Tehran, and Kathmandu. Collectively, these institutions educate over 1.4 million students and employ more than 55,000 staff members. Within Himachal Pradesh, there are 26 operational Kendriya Vidyalayas. The highest concentration of these schools is in the Kangra district, where six are located. It's important to note that, no Kendriya Vidyalaya is present in Sirmour district of Himachal Pradesh. This extensive reach underscores the significant role Kendriya Vidyalayas play in providing education both nationally and internationally.

(c) Navodaya Vidyalaya :

Navodaya Vidyalayas⁴ constitute a nationwide network of fully funded residential schools in India, established in 1986 under the National Education Policy⁵. Administered by the Navodaya Vidyalaya Samiti, an autonomous organization within the Ministry of Education, these Jawahar Navodaya Vidyalayas are dedicated to providing high-quality, residential education to talented students, primarily from rural areas. As of late 2024, there were 661 operational Navodaya Vidyalayas across the country, managed by eight regional offices, serving approximately 295,588 students. A notable aspect of their presence in Himachal Pradesh is that each of its 12 districts hosts a Navodaya Vidyalaya, ensuring broad access to this specialized educational opportunity for rural children throughout the state. This initiative aims to bridge educational disparities and foster the potential of bright students regardless of their socio-economic background.

2. LITERATURE REVIEW :

- Baraiya, V.V (1985)⁶ & Mahmudiha (2016)⁷ studied that organizational climate has no significant relation with gender.
- Yadav (2015)⁸ discovered a notable contrast in the organizational climate across various school types. The research revealed that the organizational climate was statistically superior in Kendriya Vidyalayas and Public schools in comparison to Government schools.
- Organizational climate has significant relation with gender, this was found in the studies of Krishnan et al., (1997)⁹.



The review of literature presents mixed findings regarding gender's influence on organizational climate, with some studies (Baraiya, 1985; Mahmudiha, 2016) indicating no significant relation, while others (Krishnan et al., 1997) found a significant connection. Additionally, research by Yadav (2015) highlighted significant differences in organizational climate across school types, noting superior climate in Kendriya Vidyalayas and Public schools compared to Government schools.

3. OBJECTIVES :

- To ascertain if there is a significant difference in the organizational climate between male and female secondary school teachers in Kendriya Vidyalayas within Himachal Pradesh.
- To investigate whether a significant difference exists in the organizational climate between male and female secondary school teachers in Navodaya Vidyalayas within Himachal Pradesh.
- To determine if there is an overall significant difference in the organizational climate of secondary school teachers in Kendriya Vidyalayas and Navodaya Vidyalayas with respect to gender.

4. RESEARCH METHOD:

4.1 HYPOTHESIS :

- H01: There is no significant difference in the organizational climate between male and female secondary school teachers of Kendriya Vidyalayas. Ha1: There is a significant difference in the organizational climate between male and female secondary school teachers of Kendriya Vidyalayas.
- H02: There is no significant difference in the organizational climate between male and female secondary school teachers of Navodaya Vidyalayas. Ha2: There is a significant difference in the organizational climate between male and female secondary school teachers of Navodaya Vidyalayas.
- H03: There is no significant difference in the organizational climate of secondary school teachers in Kendriya Vidyalayas and Navodaya Vidyalayas with respect to gender. Ha3: There is a significant difference in the organizational climate of secondary school teachers in Kendriya Vidyalayas and Navodaya Vidyalayas with respect to gender.

4.2. SAMPLE :

To ensure a representative sample across all 12 districts of Himachal Pradesh, this study utilized a stratified random sampling technique. The target population comprised secondary school teachers from both Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas. For a balanced comparison, 13 Kendriya Vidyalayas and 12 Jawahar Navodaya Vidyalayas were randomly chosen, totaling 25 schools. This selection yielded a total sample size of 370 teachers, with an equal distribution of 185 teachers from Kendriya Vidyalayas and 185 from Jawahar Navodaya Vidyalayas. This methodological approach guaranteed equal representation of both school types across the state. Such a balanced sample was crucial for effectively conducting a comparative analysis of organizational climate.

4.3. TOOLS USED :

- Organizational Climate Scale for Teachers (OCST-SV) by Dr. (Mrs.) Venita Singh (2015).

The Organizational Climate Scale for Teachers (OCST-SV) questionnaires were personally administered by the researcher during visits to the participating schools. Before completing the questionnaires, teachers were fully informed about the study's objectives and given assurances regarding the anonymity and confidentiality of their responses. Only after providing their consent did they proceed with participation. Out of 370 questionnaires distributed, 352 were successfully collected, resulting in a high response rate of 94.5%.

5. FINDINGS :

Comparison of Organizational Climate of School Teachers of Kendriya Vidyalayas and Navodaya Vidyalayas on the basis of Gender.

To ascertain the disparity in organizational climate between male and female school teachers from Kendriya Vidyalayas and Navodaya Vidyalayas, a t-test was utilized and the results are detailed in Tables 1.1

Table 1.1 Significance of difference in mean scores in organizational climate of the school teachers of Kendriya Vidyalayas and Navodaya Vidyalayas on the basis of gender (N=370)

Group	Variable	Gender	N	Mean	S.D.	SE _M	t-ratio
School Teachers of Kendriya Vidyalayas	Organizational Climate	Male	101	267.01	26.80	2.67	1.33
		Female	84	261.81	26.17	2.85	
School Teachers of Navodaya Vidyalayas	Organizational Climate	Male	98	256.21	31.27	3.16	00.75
		Female	87	259.54	28.45	3.05	

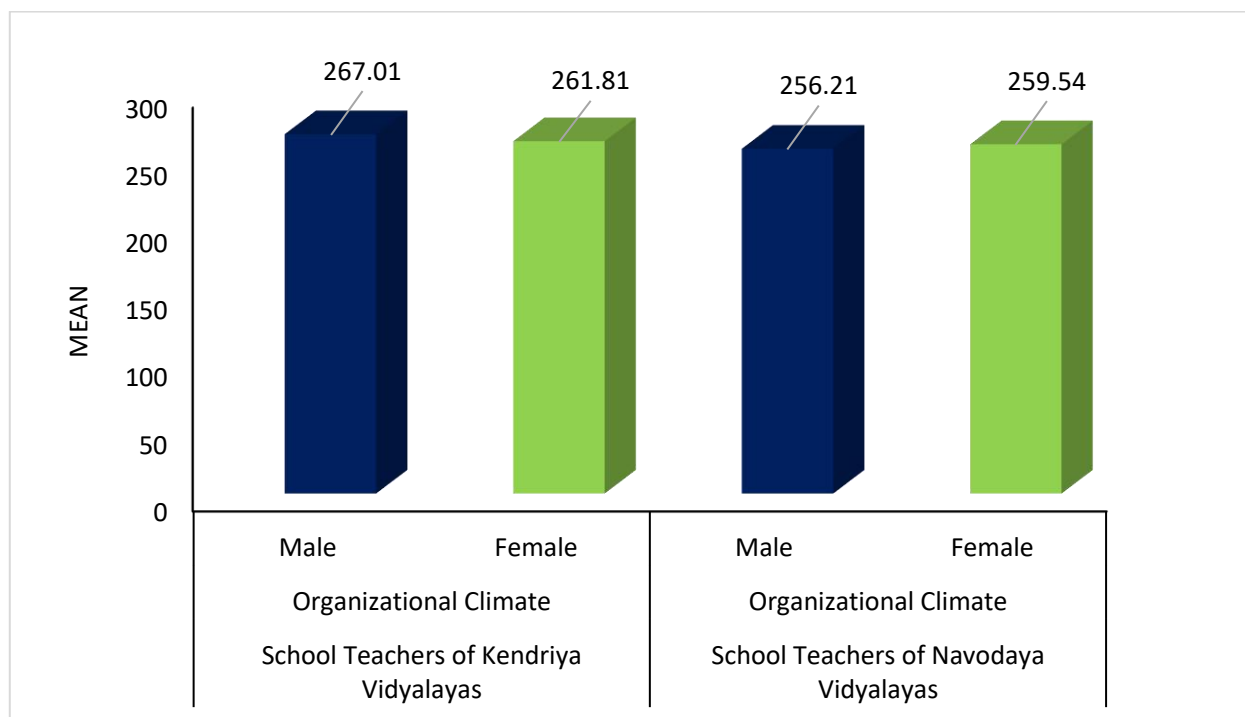


Fig. 1.1 Average scores in organizational climate among school teachers from Kendriya Vidyalayas and Navodaya Vidyalayas categorized by gender (N=370)

6. DISCUSSION:

Analysis of the data in Table 7.1 shows that for Kendriya Vidyalaya teachers, the mean organizational climate score for males was 267.01 (SD = 26.80), while for females it was 261.81 (SD = 26.17). A t-ratio of 1.33 was calculated, which did not reach statistical significance at the 0.05 level ($p < 0.05$). This outcome indicates that there's no significant difference in organizational climate perceptions between male and female teachers within Kendriya Vidyalayas. Consequently, it can be concluded that Kendriya Vidyalaya teachers do not differ significantly in their experience of organizational climate based on gender. Furthermore, Table 7.1 also presents findings for Navodaya Vidyalaya teachers. Male teachers in these schools had a mean organizational climate score of 256.21 (SD = 31.27), and female teachers scored 259.54 (SD = 28.45). The resulting t-ratio of 0.75 was also not statistically significant at the 0.05 level ($p < 0.05$), suggesting that gender does not significantly differentiate organizational climate among Navodaya Vidyalaya teachers either. Overall, the findings consistently demonstrate no significant difference in the organizational climate of school teachers from both Kendriya Vidyalayas and Navodaya Vidyalayas concerning gender. This result aligns with earlier research by Baraiya, V.V (1985) and Mahmudiha (2016), whose studies also indicated that organizational climate bears no significant relationship with gender. Therefore, the hypothesis asserting "There is no significant difference in organizational climate of school teachers of Kendriya Vidyalayas and Navodaya Vidyalayas with respect to gender" is confirmed by this study.

7. CONCLUSION:

On the basis of findings of the present study,

1. No significant gender-based difference was found in the organizational climate among secondary school teachers in Kendriya Vidyalayas. Male and female teachers perceive the climate similarly.
2. Organizational climate perceptions do not significantly differ between male and female secondary school teachers in Navodaya Vidyalayas, indicating gender neutrality in this context.
3. The study found no significant overall gender-based differences in organizational climate across secondary school teachers in both Kendriya and Navodaya Vidyalayas in Himachal Pradesh.
4. The findings consistently confirm that gender has no significant influence on the organizational climate for secondary school teachers in these specific school systems.

8. LIMITATIONS :

1. The study was limited to the state of Himachal Pradesh, which may not fully capture the diverse organizational climates present in other Indian states. As a result, the generalizability of the findings to a broader national context remains constrained.
2. The investigation relied solely on the Organizational Climate Scale for Teachers (OCST-SV), which, while standardized, may not encompass all dimensions or nuanced perceptions of organizational climate specific to different institutional contexts or cultures.
3. The study employed a cross-sectional approach, capturing data at a single point in time. This limits the ability to observe changes or trends in organizational climate over time, particularly in response to policy shifts, leadership changes, or societal developments.

9. RECOMMENDATIONS :

1. School administrators should continue to implement leadership approaches that are perceived as fair and unbiased, fostering a collaborative and inclusive atmosphere for teachers of all genders.
2. Since gender did not significantly affect perceptions of organizational climate, schools should prioritize broad-based interventions—such as improving communication, enhancing teacher autonomy, and strengthening peer support networks—that benefit all staff.
3. Teacher training and professional development modules should integrate organizational climate awareness to empower educators to contribute positively to their school environments and to recognize factors influencing their professional well-being.
4. Future research should include other regions, states, and school types (e.g., private or government-aided schools) to gain a more comprehensive understanding of how organizational climate varies across different educational ecosystems.
5. Policymakers and researchers should consider conducting longitudinal studies to examine how organizational climate evolves over time and whether certain events, reforms, or leadership transitions impact perceptions differently for male and female teachers.

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