



A Comparative Study Of The Organizational Climate In Kendriya Vidyalayas And Navodaya Vidyalayas Based On Teachers' Years Of Experience

Dr. Mukesh Rana¹, Trained Graduate Teacher (Biology), PM SHRI Kendriya Vidyalaya
Hisar Cantt., Hisar, Haryana, India

Dr. Manoj Rana², Lecturer, Institute of Hotel Management, Kufri,
Shimla, Himachal Pradesh, India

ABSTRACT :

Organizational climate plays a pivotal role in shaping teacher satisfaction, motivation, and performance, ultimately influencing educational quality. The present study, titled “A Comparative Study of the Organizational Climate in Kendriya Vidyalayas and Navodaya Vidyalayas Based on Teachers' Years of Experience,” aimed to examine differences in organizational climate perceptions among teachers from these two school systems in Himachal Pradesh. A total of 370 teachers, equally divided between Kendriya Vidyalayas⁸ and Navodaya Vidyalayas¹⁵, participated in the study. Descriptive statistics confirmed normality of the data, while Levene's test established homogeneity of variances, meeting the assumptions for one-way ANOVA. The results revealed no significant differences among Kendriya Vidyalaya teachers across experience levels, indicating a stable organizational climate.

However, Navodaya Vidyalaya teachers exhibited significant differences: early-career teachers (0–10 years) perceived the climate most favorably, mid-career teachers (11–20 years) the least, and senior teachers (>20 years) moderately. These findings highlight that teaching experience influences organizational climate perceptions differently in the two school systems and underscore the need for targeted interventions to enhance institutional climate, particularly for mid-career educators.

Keywords : Organizational Climate, Kendriya Vidyalaya, Navodaya Vidyalaya, School Teachers.

MAJOR FINDINGS :-

1. The organizational climate scores for both Kendriya Vidyalayas and Navodaya Vidyalayas were approximately normally distributed, confirming data reliability.
2. Levene's test confirmed homogeneity of variances across experience groups in both systems.
3. No significant differences in organizational climate were observed among Kendriya Vidyalaya teachers across experience levels.
4. Navodaya Vidyalaya teachers showed significant variation by experience, with early-career teachers perceiving the most positive climate and mid-career teachers the least favorable.

I. INTRODUCTION

Organizational climate is a key factor influencing teacher satisfaction, motivation, and performance, which in turn affects the overall quality of education in schools. It encompasses the collective perceptions of teachers regarding the policies, practices, and interpersonal relationships within an institution, shaping both professional behavior and institutional effectiveness. Among the various school systems in India, "Organizational climate encompasses the collective perceptions of teachers regarding institutional policies, administrative practices, and interpersonal relationships. It directly affects teacher satisfaction, motivation, and school effectiveness (Owens & Valesky, 2015)¹⁸. Among India's prominent school systems, Kendriya Vidyalayas and Navodaya Vidyalayas differ notably in their administrative structure and working conditions. Kendriya Vidyalayas and Navodaya Vidyalayas are notable for their structured administration and nationwide presence, yet they differ in organizational setup, teacher recruitment, and work environment. These differences may lead to variations in teachers' perceptions of organizational climate, making it essential to understand the factors affecting it.

Haakonsson et al. (2008)⁴, "A misalignment between organizational climate and leadership style leads to reduced performance and workplace inefficiency." The present study, titled "A Comparative Study of the Organizational Climate in Kendriya Vidyalayas and Navodaya Vidyalayas Based on Teachers' Years of Experience", aimed to explore how teaching experience influences the perception of organizational climate among teachers in these two school systems. A sample of 370 teachers, equally drawn from Kendriya Vidyalayas and Navodaya Vidyalayas across 12 districts of Himachal Pradesh, participated in the study, ensuring balanced gender representation. Teachers were categorized into three groups based on teaching experience: (0-10 years), (11-20 years), and more than 20 years. Descriptive statistics were employed to examine the normality of organizational climate scores, while Levene's test confirmed the homogeneity of variances across experience groups. One-way ANOVA was then applied to identify significant differences in organizational climate perceptions among teachers with varying levels of experience. Preliminary findings indicated no significant differences among Kendriya Vidyalaya teachers, whereas Navodaya Vidyalaya teachers showed significant variation, with early-career teachers perceiving the most favorable

climate and mid-career teachers the least favorable. These results provide valuable insights into institutional dynamics, highlighting the role of teaching experience in shaping teachers' perceptions of organizational climate.

(a) Organizational Climate

Organizational climate refers to the shared perceptions, attitudes, and feelings of employees regarding the policies, practices, and overall environment within an institution. It encompasses factors such as administrative support, collaboration among colleagues, opportunities for professional growth, recognition, and the general work atmosphere. In educational institutions, a positive organizational climate enhances teacher motivation, job satisfaction, and effectiveness, ultimately influencing student learning outcomes. Conversely, a negative climate can lead to stress, reduced commitment, and lower productivity. In the context of Kendriya Vidyalayas and Navodaya Vidyalayas, organizational climate is influenced by teachers' years of experience. The present study reveals that early-career teachers in Navodaya Vidyalayas perceive the organizational climate most positively, while mid-career teachers report the least favorable perceptions, indicating that professional experience shapes teachers' views of their work environment. Understanding organizational climate is essential for developing strategies to improve teacher satisfaction, performance, and overall institutional effectiveness.

(b) Kendriya Vidyalaya

Kendriya Vidyalayas form a prominent network of central government schools in India and abroad, administered by the Kendriya Vidyalaya Sangathan under the Ministry of Education. By late 2024, this network included 1,260 schools across the country, along with three international branches located in Moscow, Tehran, and Kathmandu, collectively serving over 1.4 million students and employing more than 55,000 staff members. In Himachal Pradesh, there are 26 Kendriya Vidyalayas, with the Kangra district hosting the largest number, totaling six schools. Contrary to some reports, there is also a Kendriya Vidyalaya situated in the Sirmour district of the state. "Kendriya Vidyalaya Sangathan⁷ envisions nurturing excellence in education while promoting national integration and a sense of 'Indian-ness' among students."

(c) Navodaya Vidyalaya

Navodaya Vidyalayas are a system of fully funded residential schools spread across India, managed by the Navodaya Vidyalaya Samiti under the Ministry of Education, Government of India. Established in 1986 as part of the national education policy, these Jawahar Navodaya Vidyalayas are designed to identify and nurture talented students, particularly from rural backgrounds, by providing high-quality residential education. By the end of 2024, there were 661 schools functioning across the country, coordinated through eight regional offices and serving around 295,588 students. In Himachal Pradesh, every one of the 12 districts hosts a Navodaya Vidyalaya, ensuring widespread access to this specialized educational system.

Navodaya Vidyalaya Samiti¹⁵ strives to provide quality modern education to talented children predominantly from rural areas.

II. CONCEPTUAL FRAMEWORK AND LITERATURE REVIEW

- Baraiya (1985)², conducted a large-scale study of 100 higher secondary schools in Gujarat to examine organizational climate patterns. The findings revealed diverse climate types - open, autonomous, controlled, familiar, and closed. Leadership quality emerged as a key determinant of school climate, while variables like principal's gender, qualifications, school location, or type of educational stream showed no significant effect. The study emphasized that effective leadership and administrative cooperation are central to a positive school climate.
- Prakasham (1986)¹⁹, research involving 500 teachers highlighted that teachers in open school climates demonstrated higher teaching effectiveness than those in closed or controlled environments. Interestingly, no major differences were found between government and non-government schools in teaching competence. The study also established a significant positive relationship between teacher effectiveness and teaching competency, underlining that teaching skills exerted a stronger influence than organizational climate alone.
- Veeraraghwan (1986)²³, In a comparative study across high, average, and low-performing schools, Veeraraghwan found that high-performing institutions exhibited lower disengagement and higher levels of morale, intimacy, and humanized leadership. The results indicated that a healthy organizational climate, reinforced by adaptive leadership, enhances teacher effectiveness and overall school performance.
- Lawrence (1999)¹¹, study in Kogi State, Nigeria, investigated the interplay between organizational climate and school ownership on teacher effectiveness. Results indicated that most schools exhibited a controlled climate, with no significant differences based on ownership (public vs. private). However, organizational climate notably influenced specific teaching behaviors, especially classroom management, demonstrating its targeted impact on teacher performance.
- Yadav (2015)²⁴ 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.

The reviewed studies collectively highlight the influence of organizational climate on teacher effectiveness, but limited research has explored its variation across central government schools like Kendriya Vidyalayas and Navodaya Vidyalayas, particularly in the context of teaching experience.

III. RESEARCH OBJECTIVES

1. To compare the overall organizational climate of Kendriya Vidyalayas and Navodaya Vidyalayas.
2. To examine the variation in teachers' perception of organizational climate across different experience levels (less experienced, moderately experienced, and highly experienced teachers).
3. To determine whether teaching experience influences the organizational climate in Kendriya Vidyalayas and Navodaya Vidyalayas.
4. To explore the interaction effect of school type (Kendriya Vidyalayas and Navodaya Vidyalayas) and teachers' years of experience on the perception of organizational climate.

IV. RESEARCH HYPOTHESIS

1. H_{01} : There is no significant difference in the organizational climate between Kendriya Vidyalayas and Navodaya Vidyalayas.
2. H_{02} : There is no significant difference in teachers' perception of organizational climate based on years of teaching experience.
3. H_{03} : There is no significant influence of teaching experience on the organizational climate of Kendriya Vidyalayas and Navodaya Vidyalayas.
4. H_{04} : There is no significant interaction effect between school type and teachers' years of experience on their perception of organizational climate.

V. SAMPLE AND SAMPLING TECHNIQUE

The study utilized a stratified random sampling technique to obtain a representative sample from all 12 districts of Himachal Pradesh. The target population included secondary school teachers from Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas. To maintain balance between the two school systems, 13 Kendriya Vidyalayas and 12 Jawahar Navodaya Vidyalayas were randomly selected, making a total of 25 schools. The final sample comprised 370 teachers, with 185 participants from each type of school. This sampling approach ensured equitable representation of both categories of institutions across the state, enabling a meaningful comparative analysis of organizational climate in relation to teachers' experience and gender.

VI. RESEARCH INSTRUMENTS

- a) Organizational Climate Scale for Teachers (OCST-SV) by Dr. (Mrs.) VENITA SINGH (2015).

The investigator utilized the Organizational Climate Scale for Teachers (OCST-SV) developed by Dr. (Mrs.) VENITA SINGH (2015) for the present study. The organizational climate in this study was measured using scores from the Organizational Climate Scale for Teachers (2015) developed by Singh.

VII. DATA ANALYSIS AND RESULTS

Comparison of Organizational Climate of School Teachers of Kendriya Vidyalayas and Navodaya Vidyalayas on the basis of Teaching Experience

To find out the difference in organizational climate of school teachers of Kendriya Vidyalayas and Navodaya Vidyalayas based on their teaching experience, the teachers were divided into three categories - teachers with (0-10 years) of teaching experience, (11-20 years) of teaching experience and teaching experience of more than 20 years and then one-way ANOVA was employed and presented in Tables 1.1 to 1.3. Before applying Analysis of variance, following assumptions were tested : Normality of Distribution, Randomness and Homogeneity of Variance.

Table 1.1 Results of Levene's test of equality of variance for organizational climate of school teachers of Kendriya Vidyalayas and Navodaya Vidyalayas with different levels of teaching experience

Group	Levene's test of homogeneity of variances				
	Variable	F	df ₁	df ₂	p-value
School Teachers of Kendriya Vidyalayas	Organizational Climate	0.165	2	182	0.848
School Teachers of Navodaya Vidyalayas	Climate	0.941	2	182	0.392

Table 1.1 indicates that the value of F for school teachers of Kendriya Vidyalayas organizational climate is 0.165 which is not significant at the 0.05 level which fulfils the assumption of equal variance in scores in organizational climate of school teachers of Kendriya Vidyalayas having (0-10 years), (11-20 years) and teaching experience of more than 20 years. Also, the value of F for school teachers of Navodaya Vidyalayas organizational climate is 0.941 which is not significant at the 0.05 level which fulfils the assumption of equal variance in scores in organizational climate of school teachers of Navodaya Vidyalayas having (0-10 years), (11-20 years) and teaching experience of more than 20 years. This indicates the homogeneity of variances in organizational climate of school teachers of Kendriya Vidyalayas and Navodaya Vidyalayas.

Table 1.2 Summary of analysis of variance for scores of organizational climate of school teachers of Kendriya Vidyalayas and Navodaya Vidyalayas with different levels of teaching experience

	Variable	Source of Variation	SS	df	MS	F-value	p-value
School Teachers of Kendriya Vidyalayas	Organizational Climate	Between Groups	23.09	2	11.54	0.02	0.984
		Within groups	129885.08	182	713.65		
		Total	129908.16	184			
School Teachers of Navodaya Vidyalayas	Organizational Climate	Between Groups	5540.61	2	2770.31	3.16	0.045
		Within groups	159421.30	182	875.94		
		Total	164961.91	184			

The calculated F-value of 0.02, at a confidence level of 0.05, indicates non-significance, suggesting that there is no notable distinction in organizational climate among school teachers of Kendriya Vidyalayas based on teaching experience groups (0-10 years), (11-20 years), and more than 20 years. Therefore, it may be concluded that, “there exists no significant difference in organizational climate for school teachers of Kendriya Vidyalayas with respect to teaching experience.” The obtained F-value is 3.16 which is significant at the 0.05 level of confidence, suggests a notable difference in organizational climate among school teachers of Navodaya Vidyalayas having (0-10 years), (11-20 years) and teaching experience of more than 20 years. Therefore, it may be concluded that, “there exists a significant difference in organizational climate of school teachers of Navodaya Vidyalayas with respect to teaching experience.”

Table 1.3 showing mean and SD of school teachers of Navodaya Vidyalayas having 0-10 years, 11-20 years and more than 20 years of teaching experience in organizational climate

Type of School	Variable	Teaching Experience	N	Mean	SD
School Teachers of Navodaya Vidyalayas	Organizational Climate	0-10 years	78	263.40	28.12
		11-20 years	58	250.50	32.70
		>20 years	49	257.45	27.99

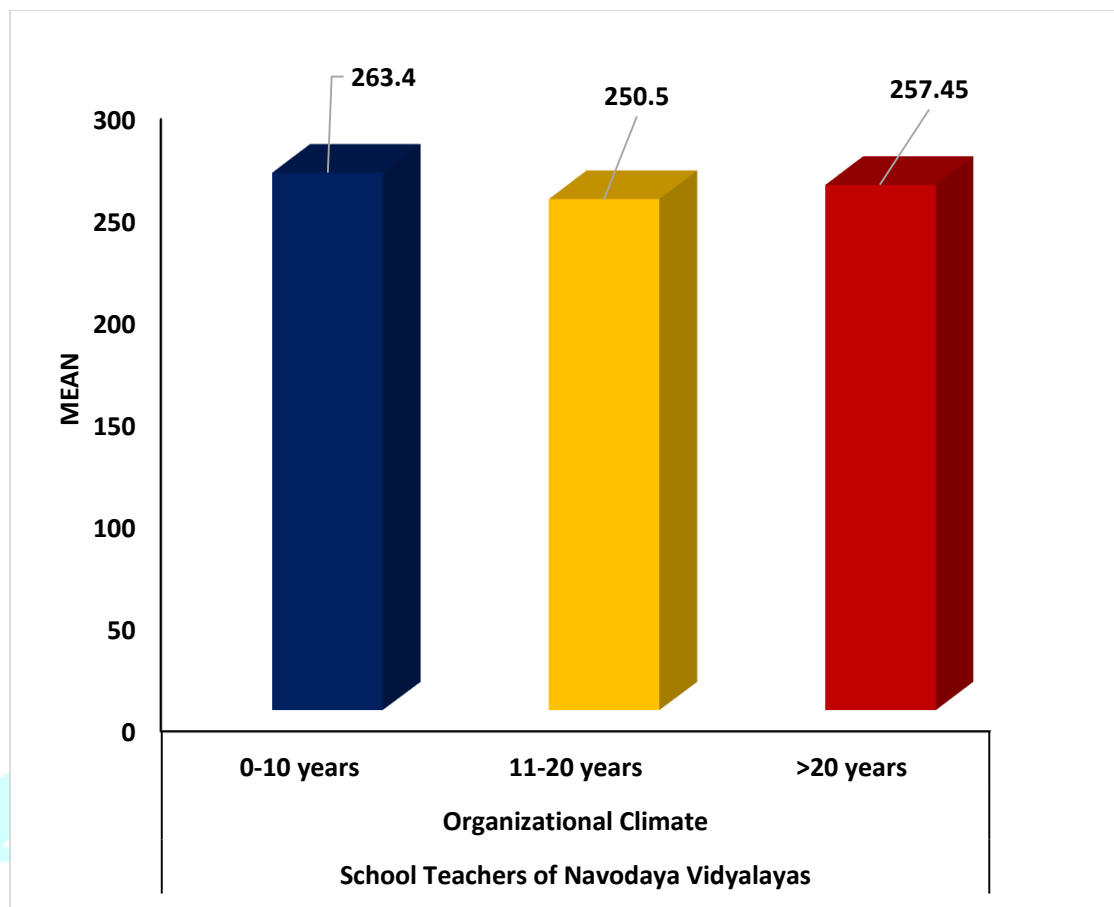


Fig. 1.1 Mean of School Teachers of Navodaya Vidyalayas having (0-10 years), (11-20 years) and more than 20 years of Teaching Experience on Areas of Organizational Climate

Table 1.3 displays the average scores of teachers from Navodaya Vidyalayas across different ranges of teaching experience (0-10 years), (11-20 years) and more than 20 years) in organizational climate. The data reveals that the mean score for teachers with (0-10 years) of teaching experience is the highest in organizational climate, followed by those with more than 20 years of experience. Conversely, teachers with (11-20 years) of experience have the lowest mean score in organizational climate. This indicates that, “the organizational climate is perceived the best in the initial years of job whereas it seems worst in the mid-career.”

VIII CONCLUDING REMARKS

On the basis of findings of the present study,

1. The analysis of descriptive statistics showed that the organizational climate scores for teachers of both Kendriya Vidyalayas and Navodaya Vidyalayas followed a normal distribution. The values of mean, median, and mode were closely aligned, and the minor skewness and kurtosis values confirmed that the data were suitable for further statistical analysis.
2. The results of ANOVA indicated no significant difference in the perception of organizational climate among teachers of Kendriya Vidyalayas across different levels of teaching experience. This suggests

that experience does not notably influence teachers' perception of organizational climate in these institutions.

3. A significant variation was observed among teachers of Navodaya Vidyalayas based on years of experience. Teachers with (0-10 years) of experience reported a more positive perception of organizational climate compared to those with (11–20 years) of experience, indicating that the school environment is perceived more favorably in the early years of service.
4. The hypothesis stating “There is no significant difference in organizational climate of school teachers of Kendriya Vidyalayas and Navodaya Vidyalayas with respect to teaching experience” was partially rejected. While no difference was found among Kendriya Vidyalaya teachers, a significant difference existed among Navodaya Vidyalaya teachers, highlighting institutional variations in organizational dynamics.

IX PEDAGOGICAL IMPLICATIONS

The findings of this study hold important educational implications. School administrators and policymakers should focus on fostering a positive organizational climate that supports teacher motivation, collaboration, and professional growth. In Navodaya Vidyalayas, where mid-career teachers reported lower satisfaction, periodic professional development and recognition programs may help sustain engagement and morale. For Kendriya Vidyalayas, maintaining the existing balanced climate is essential to ensure consistent teacher satisfaction across experience levels. Strengthening communication channels, participatory decision-making, and supportive leadership practices can further enhance institutional effectiveness and teacher productivity, ultimately leading to improved teaching quality and better learning outcomes for students. “These implications align with the objectives of the National Education Policy (NEP) 2020, which emphasizes teacher development, institutional support, and a positive work environment as key drivers of educational quality.”

X REFERENCES

1. Bai, N., Heydari, M., & Niknahad, S. (2014). The relationship between school organizational climate and physical education teachers' effectiveness. “Research Journal of Sports Science, 2”(1), 27–31.
2. Baraiya, V. V. (1985). A study of organizational climate of higher secondary schools of Gujarat State. Survey of Research in Education, NCERT, New Delhi.
3. Chung, J. F. (2020). Organizational climate and teacher commitment. “İzmir Sosyal Bilimler Dergisi, 2”(2), 64–70.” Retrieved from <https://dergipark.org.tr/en/pub/izsbd/issue/53900/726662>
4. Haakonsson, D. D., Burton, R. M., Obel, B., & Lauridsen, J. (2008). How failure to align organizational climate and leadership style affects performance. “Management Decision, 46”(3), 406–432.” <https://doi.org/10.1108/00251740810863861>
5. Hellriegel, D., & Sloam, J. W. (1974). Organizational climate: A review of theory and research and contingencies. “Academy of Management Journal, 17”(2), 255–280.

6. Kaur, H. (2018). A study of teacher effectiveness in relation to organizational climate, Punjab, India. "International Journal of Engineering Science and Computing, 8"(4).
7. Kendriya Vidyalaya Sangathan, (2023). About KVS, retrieved from <https://kvsangathan.nic.in/kvs-vision-and-mission/>
8. Kendriya Vidyalaya Sangathan. (2023). Home, Kendriya Vidyalaya Sangathan. retrieved from <https://www.kvsangathan.nic.in/>
9. Krishnan, S. S., & Stephen, M. (1997). Organizational climate of school: A study. "The Progress of Education, 71," 131–133.
10. Kumar, N., & Kaur, S. (2017). Teacher effectiveness of engineering college teachers in relation to organizational climate. "International Journal of Research in Social Sciences, 7"(9)." <http://www.ijmra>.
11. Lawrence, T. (1999). Organizational climate and school proprietorship as factor in teacher effectiveness and attitude to teaching. "Research Publications, Education," May.
12. Mahmudiha, K. (2016). Investigating the relationship between organizational climate and individual factors with job performance of second period high school teachers of Zanjan. "International Academic Institute for Science and Technology, 3"(6), 23–32.
13. National Education Policy, (2020). www.education.gov.in
14. National Policy on Education, (1986). http://www.ncert.nic.in/oth_anoun/npe86.pdf
15. Navodaya Vidyalaya Samiti, (2023). About us, retrieved from <https://navodaya.gov.in/nvs/en/About-Us/Vision-Mission/>
16. Naik, P. K., & Mani, S. U. (2018). Impact of organizational climate on academic, professional and social dimensions of teacher effectiveness of secondary schools: A study. "International Journal of Multidisciplinary Education and Research, 3"(3), 52–56.
17. Njoku, A. O., & Modebelu, M. N. (2019). Organizational climate and teachers job performance in public secondary schools in Abia State, Nigeria. "Open Access Library Journal, 6," e5751. <https://doi.org/10.4236/oalib.1105751>
18. Owens, R. E., & Valesky, T. C. (2015). "Organizational behavior in education: Leadership and school reform" (11th ed.). Pearson Education, Inc.
19. Prakasham, M. D. (1986). A study of teacher effectiveness as a function of school organizational climate and teaching competency (Unpublished doctoral dissertation). Ravishankar Shukla University, Raipur.
20. Raja, B. W. D., & Thaigarajan, A. P. (1998). School organizational climate and teacher effectiveness of boys' higher secondary schools in Tuticorn. "Indian Journal of Psychometry and Education, 29," 25–30.
21. Sharma, K. (2015). Teacher efficacy of senior secondary school teachers in relation to organizational climate and career commitment (M.Phil. dissertation). Lovely Professional University, Phagwara, Punjab, India.
22. Taguiri, R., & Litwin, G. H. (2010). "Organizational climate: Explorations of a concept." Division of

Research, Harvard University Graduate School of Business Administration.

23. Veeraraghwan, V. (1986). A comparative study of organizational climate, leadership adaptability and teacher effectiveness in high, average and low performing schools (Ph.D. thesis). Jawaharlal Nehru University, New Delhi.
24. Yadav, J. (2015). Comparative study of organizational climate among physical education teachers of different school organizations. "International Journal of Physical Education, Fitness and Sports," 21–26.

