

RELATIONSHIP BETWEEN SOCIAL FUNCTIONING OF SCHOOL PRINCIPALS AND ORGANISATIONAL COMMUNICATION AS PERCEIVED BY SECONDARY SCHOOL TEACHERS

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ABSTRACT

The aim of this research is to ascertain relationship between perceived social functioning of secondary school principals and organisational communication as perceived by secondary school teachers. Survey correlational method was employed. 597 secondary school teachers from Mumbai were the respondents. For gathering data rating scales were used. The obtained data were analysed using the MS Excel and Vassar stats.

The findings from the research revealed that there is a direct positive relation between social functioning and organisational communication as perceived by of secondary school teachers on the basis of school type and gender.

Key Words : Social Functioning, Organisational Communication, Aided and Unaided School.

INTRODUCTION

In almost all activities of school communication plays vital role. Communication is a process of creating and exchanging messages. The process includes several key elements such as network, interdependence, relationship, environment, uncertainty and messages (Goldhaber, 1993). Communication can have several purposes, to satisfy individual and social needs, to cooperate and understand the world, as well as a way to distribute information and messages (Dimpleby & Burton, 1998). Communication therefore becomes more than distributing messages, it becomes an interplay between actors (Johansson, 2003). In schools the key actor is the principal who can affect the entire operations of school through the leadership process. A communicative leadership is especially important in organizations with values that are non-negotiable (Eriksen, 2001). Principal's communication includes many issues like teaching- learning, budgeting, administration, marketing and communication with parents. Principal's communication is expected to contribute to reaching organizational aims and objectives. How principal communicates is as important as how he/she

leads. For a better performance schools must develop communication style that resonates with its teachers. One of the single most important contributors to an employee's productivity concerns the commutation and the relationships employees have with their leaders: Pfeiffer (1998). The relationship that employees develop at their workplace with their leaders and colleagues represents social- exchange relationship that is especially prominent with respect to employee task and organisational performance.

REVIEW OF THE RELATED LITERATURE

According to **Bana, Z. & Khaki, J. (2015)**, the principals perceptions of their roles and responsibilities rotated mostly around the axis of "control" of their organisations and its smooth functioning. **Mette, I. M. & Range, B. G. et.al (2015)**, points towards the importance of teachers and principals working together to provide engaging instruction to drive increased student achievement while implementing school reform and improvement efforts. According to **Swapnisha, P. (2013)**, managerial effectiveness is the ultimate result of managerial competencies of managers having high emotional intelligence. According to **Terek, Edit et al (2015)** a strong and positive impact on the communication satisfaction of teachers in Serbian primary schools. **Kirti, R. (2012)**, suggested that organisational communication plays a vital role in employee motivation and performance. **Helene, A. (2008)**, suggested that in the successful schools, principals and teachers communicated more frequently about issues related to teaching and learning. After reviewing the relevant literature the researcher observed that there were no studies done on perceived social functioning in relation with organisational communication. Therefore there was a need to conduct a study of this kind.

STATEMENT OF THE PROBLEM

“Relationship between Social Functioning of School Principals and Organisational Communication as Perceived by Secondary School Teachers.”

This study aims to ascertain relationship between social functioning of school principals and organisational communication as perceived by secondary school teachers of aided and unaided schools as well as by male and female teachers.

OPERATIONAL DEFINITIONS OF THE IMPORTANT TERMS

I. Social Functioning:

Social functioning is operationalised as the importance an educational manager gives to the interpersonal relation and interactions which could be verbal or non-verbal, service orientation, developing others, team building, and conflict management, cultural awareness.

II. Organisational Communication:

The exchange of oral, nonverbal, and written messages within (and across the boundaries of) a system of interrelated and interdependent people working to accomplish common task and goals within an organization is organisational communication. For the study organisational communication is studied in terms of communication flow, knowledge sharing, effectiveness of communication, timeliness of communication and media effectiveness in communication.

III. Aided School:

School receiving one half of its maintenance costs from public funds (Government Fund). The curriculum, study materials, syllabus, examinations, etc. for each class of education are done according to the government rules.

IV. Unaided School:

These schools are not government funded. These schools are fully owned and controlled by the private management. But these institutions are still subject to the government rules to some extent, especially in the monetary respects, curriculum, syllabus, examination.

SCOPE OF THE STUDY

The present study investigates the relationship among perceived social functioning of secondary school principals and organisational communication on the basis of teachers gender and school types.

There are three different types of boards for secondary schools in India. These are Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE) and Secondary School Certificate Board (SSC). The study is confined to the teachers of English and Marathi medium school affiliated to Secondary School Certificate (SSC) board schools of Maharashtra State Board and did not include those teachers in any other school board like IB, ICSE, and CBSE.

The field of working is limited only to secondary schools in Greater Mumbai and does not include schools coming under the jurisdiction of Thane and Navi Mumbai. The respondents were from English and Marathi medium schools of SSC board. The study excluded the other vernacular medium such as Urdu and Gujarati. The present study is limited to secondary schools and it does not include primary or pr-primary schools.

SIGNIFICANCE OF THE STUDY

The application and utilization of study is the significance of that study.

The strength of any profession depends upon the degree of commitment of its members. Education system of a developing country is considered to be the backbone and teachers are the

central part of the education system. The capability and quality of educational manager or principals' and their managerial qualities determines the success of education system. The study will be helpful as guidelines to management to improve knowledge sharing among the secondary school teachers. This study could be helpful to the educational managers to encourage the teachers to enhance the quality of interaction which in turn improve quality of teaching in schools.

OBJECTIVE OF THE STUDY

The objective was to ascertain the relationship between social functioning of secondary school principals and organisational communication in secondary schools as perceived by secondary school teachers.

NULL HYPOTHESIS

It was hypothesised that there is no significant relationship between social functioning of secondary school principals and organisational communication in secondary schools as perceived by secondary school teachers on the basis of

- School Types. (Aided and Unaided)
- Gender. (Male and Female)

RESEARCH DESIGN OF THE STUDY

The **Methodology** of the present study is **co-relational**.

Sample used for the study, comprise of 597 secondary school teachers of 49 schools affiliated to Maharashtra State Board of Secondary and Higher Secondary Education in Greater Mumbai from North, Central and South zone.

Tools to study these variables were administered to secondary school teachers from Greater Mumbai North, Central and South zone.

Following tools were used by the researcher for the purpose of the present study

1. Social Functioning Rating Scale was developed by Researcher.
2. Organisational Communication Rating Scale (People plus survey (2014).

Techniques of **data analysis** statistical technique used were coefficient of correlation.

TESTING OF HYPOTHESIS

Table 1 shows the r value for the relationship between perceived social functioning of secondary school principal scores with organisational communication in secondary schools.

Table 1

Relationship between Social Functioning with Organisational Communication

Variables	Group	N	df	Table Values		r	LOS	Variance	
				0.05	0.01				
Social Functioning with Organisational Communication	School Type	Aided	394	392	0.098	0.129	0.58	0.01	34.01
		Unaided	203	201	0.113	0.149	0.65	0.01	43.13
	Gender	Females	445	443	0.088	0.115	0.66	0.01	44.54
		Males	152	150	0.139	0.182	0.39	0.01	15.33

Findings and Conclusions

The obtained r values in table 1 indicate **direct positive relationship** between **social functioning** of secondary school principals and **organisational communication** in secondary school for all groups. Thus the null hypothesis is rejected and it can be concluded that there is significant relationship between social functioning of secondary school principals and organizational communication in the school. The relationship between social functioning of secondary school principals and organizational communication in school on the basis of school type and gender of teachers is significant at 0.01 levels indicating that out of 100 trials; 99 times the results will be similar.

The strength of the association or relationships between perceived social functioning and organisational communication are low to substantial for all groups. This indicates that when principal functions in a manner to improve interpersonal relations, conflicts management, team building, service orientation and cultural awareness. This leads to better or open communication in schools.

DISCUSSION

There is a direct positive relationship between social functioning of secondary school principals and organizational communication in secondary school for all groups. Thus the null hypothesis is rejected and it can be concluded that there is significant relationship between social functioning of secondary school principals and organizational communication in the school. This indicates that if social functioning of school principal in terms of team building, inter personal relationship, developing others, conflict management, service orientation and cultural awareness, as perceived by school teachers is better, better would be the organisational communication. This may

be because leadership is not a sole- proprietorship or one man business, rather it is a multiple engagements and collaborative efforts principals are greatly dependent on their teachers to reach school goals, as teachers form the bridge from administration to classroom, thus principal's interpersonal relationship with teachers, conflict management and team building plays vital role in shaping learning climate of school and school performance. It is proposed that the principals' influence on the students' learning works through the principals' influence on the teachers and the learning climate (Hallinger, 2003, 2005); (Heck and Hallinger, 2010). Tschannen-Moran (2001) also conducted a study in which called Collaboration and the need for trust, examined relationships between the level of collaboration in a school and the level of trust. The results indicate a significant link between teachers' collaboration with the principal and their trust in the principal, collaboration with colleagues and trust in colleagues, and collaboration with parents and trust in parents.

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