

A STUDY OF ORGANIZATIONAL CLIMATE IN RELATION TO TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

The study investigated the impact of organizational climate on teacher effectiveness of secondary school teachers. Survey method was followed for the present study. A sample of 60 teachers was randomly drawn from secondary schools of Karnal district of Haryana. The data gathered through 'School Organizational Climate Descriptive Questionnaire (SOCDQ) developed and standardized by Motilal Sharma (1978) and 'Teacher Effectiveness Scale (TES) by Pramod Kumar and D.N. Mutha (1982). The results showed that the relationship between organizational climate and teacher effectiveness of secondary school teachers was positive and significant. Apart from this, there does not exist any significant difference between teacher effectiveness of government and private secondary school teachers. Besides that there exists a significant difference between organizational climate of government secondary school teachers and private secondary school teachers. It may be concluded that there should be conducive environment in order to improve performance of teachers.

KEY-WORDS: Organizational climate, Teacher Effectiveness, Teachers.

INTRODUCTION

Education plays undoubtedly, a significant role in the lives of individuals by developing desired abilities, skills, competencies, modes of high thinking and thus paving the way for improving the standard of their life. It is education that makes the individual a perfect human being by developing his innate capabilities and traits. In education, the role of teacher is the most important. No education system can rise without effective teachers.

"No system of education, no syllabus no methodology, no text books can rise above the level of its teachers. If a country wants to have quality education it must have quality teachers."- **V.S. Mathews**

It is well accepted fact that quality of education largely depends upon effective teachers. In modern education system, the role of teacher has become more crucial than before. In modern concept of

teaching, it is duty of teacher to guide their children 'how to learn' and 'how to inquire' rather than 'know what'.

Organizational climate plays a significant and dominant role in any organization. It can be defined as a general flow of behavior and feelings. It plays a major role in making adjustment with situations. The present study has certain relevance in the field of education. A teacher can teach well if he/she is happy and satisfied with the functioning of an organization. In modern society, a teacher has to play diverse and dynamic role to meet environmental changes. Due to stress and strain, a teacher can never perform his duty well.

Vast literature exists on organizational climate and teacher effectiveness of teachers. Ranjana (1985) reported that disengagement among teachers was positively correlated with school effectiveness. Riti (2010) worked on a study of teacher effectiveness in relation to school organizational climate and administrative behavior of school heads of Himachal Pradesh and found that teacher effectiveness significantly differed in schools with difference types of school organizational climate. Apart from this, there was a significant difference in the administrative behavior of school heads across different school organizational climate. Babu and Kumari (2013) reported that there is a significant difference between teacher effectiveness of elementary school teachers in relation to their organizational climate.

It may conclude that very few researches have been done on relationship between organizational climate and teacher effectiveness of secondary school teachers. The present study is undertaken in order to study relationship between organizational climate and teacher effectiveness of secondary school teachers.

OBJECTIVES OF THE STUDY

- To study organizational climate of government and private secondary school teachers.
- To study teacher effectiveness of government and private secondary school teachers.
- To find the relationship between secondary school teachers of government and private schools with regard to teacher effectiveness and organizational climate.

HYPOTHESES OF THE STUDY

- There exists no significant difference between organizational climate of government and private secondary school teachers.

- There exists no significant difference between teacher effectiveness of government and private secondary school teachers.
- There exists no significant relationship between teacher effectiveness and organizational climate of government and private secondary school teachers.

RESEARCH METHOD

- The present study was based on descriptive survey method.

SAMPLE

Simple random sampling technique was used to select the sample for the present study. A sample of 60 secondary school teachers was taken for the study.

TOOLS USED

- School Organizational Climate Descriptive Questionnaire (SOCDQ) by Motilal Sharma (1978).
- Teacher Effectiveness Scale (TES) by Pramod Kumar and D.N. Mutha (1982).

STATISTICAL TECHNIQUES USED

- Product moment correlation
- t-test

Table-I: Showing significance of difference of means of organizational climate of government and private secondary school teachers

Types of Schools	N	Mean	SD	SE _D	t-ratio	Level of Significance
Government Secondary School Teachers	30	185.5	18.91	4.92	2.62	Significant at .01 level
Private Secondary School Teachers	30	172.6	19.25			

INTERPRETATION

Table-1 shows the mean scores of organizational climate of government and private secondary school teachers as 185.5 and 172.6 respectively and their standard deviation as 18.91 and 19.25 respectively. The t-ratio was calculated as 2.62 which is greater than the table value at .01 level of confidence. Hence the null hypothesis is rejected. It means there exists significant different between organizational climate of teachers of government secondary schools and private secondary schools.

Table-2: Showing significance of difference of means of teacher effectiveness of government and private secondary school teachers

Types of Schools	N	Mean	SD	SE _D	t-ratio	Level of Significance
Government Secondary School Teachers	30	305.93	17.84	4.93	2.52	Significant at .01 level
Private Secondary School Teachers	30	293.50	20.33			

INTERPRETATION

Table-2 shows the mean scores of teacher effectiveness of government and private secondary school teachers as 305.93 and 293.50 respectively and their standard deviation as 17.84 and 20.33 respectively. The t-ratio was calculated as 2.52 which is less than the table value at 0.01 level. It means there does not exist significant different in teacher effectiveness of government and private secondary school teachers.

Table-3: Showing relationship between organizational climate and teacher effectiveness of secondary school teachers

Sr. No.	Variables	r	Magnitude	Significance
1.	Organizational Climate and Teacher Effectiveness	0.70	Moderate	Significant

INTERPRETATION

It may be inferred from the table-3 that there is a significant positive relationship between organizational climate and teacher effectiveness of secondary school teachers. This implies that teachers, who are satisfied and happy with organizational climate, will be more effective and competent in teaching.

It can be concluded that organizational climate is one of the most important factors for effective functioning of an institution. There should be healthy working environment, good relationship between staff members, good leadership behavior of the Head of the Institution, adequate salary, feeling of team-work in order to improve teacher’s performance.

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