Organizational Climate as a Predictor of Teacher Effectiveness

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Abstract:
Teaching requires effectiveness as well as qualitative improvement for the betterment of the learners. At present it is felt that there is a decline in the quality of the teaching. For the teacher to be effective, certain amount of autonomy should be provided so that he is able to meet the diverse needs of children. As much as the learner requires space, freedom, flexibility and respect, the teacher also requires the same. The teachers and their heads must share a relationship based on equality and mutual respect to create a better and positive organizational climate. The present descriptive survey type study was aimed to study the impact of the organizational climate on teacher effectiveness. It also examined the type of organizational climate existing in different types of school. For the present study the researcher has selected a sample of 100 Elementary School Teachers from Koderma District of Jharkhand. The sample contained 50 from Government Schools and 50 from Private Schools. For this study the random sampling method was used. The tool used in this study was a School Organizational Climate Descriptive Questionnaire (SOCDQ) developed and standardized by Motilal Sharma. The questionnaire consisted of 64 items based on 8 different dimensions and on four point scale. Results reveal that there is a significant difference between the Teacher Effectiveness of Elementary School Teachers in relation to their Organizational Climate.

Key words: Organizational climate, Teacher effectiveness, Elementary school teachers

Introduction

Organizational climate is the formal system of task and reporting relationships that controls, coordinates, and motivates employees so that they cooperate to achieve an organization's goals. This includes the leadership focus, authority and responsibility, resource policies and planning deployment or implementation. The task of an administrator is to create an organizational structure and culture that encourages employees to work hard and to develop supportive work attitudes and allows people and groups to cooperate and work together effectively. The way a climate or culture is designed or evolves over time affects the way people and groups behave within the organization. The organizational climate affects the people's processes and decisions, behavior and motivation, teamwork and cooperation, social relationships and rewards of good performances. As for schools, climate is a necessary link between organizational climate and teacher attitude and behavior. It has been remarked that the formal characteristics of schools have an important influence on the way in which teachers perceive the climate.

Clearly, climate represents a composite of the mediating variables that intervene between the climate of an organization and the style and other characteristics of leaders and teacher performance, effectiveness and satisfaction. The importance of the organizational climate to teachers' effectiveness is relevant to a high degree, since it is indicative of how well the teacher manages to realize his/her full potential. High-performance organizations tend to make optimal use of everyone's capabilities. Thus, organizational climate definitely affects the teacher's performance in school. It will affect their motivation and dedication at work, job satisfaction and efficacy. In an organization with a high extent of humanistic relationship, collegiality, and participation, the teaching effectiveness is high, triggering a higher success of education, too.

Rationale of the study

Teachers are important pillars of the educational system of any nation. They are considered to be the Nation Builders. To perform such a heavy task they have to be physically, mentally, economically and socially balanced. Only then can they provide an effective teaching and learning process. Teaching requires effective as well as qualitative improvement for the betterment of learners. At present it is felt that there is a decline in the quality of teaching. Recent research in the field of education reflects that though the quality, competency, dedication and commitment in teachers are showing upward trends, they are not being able to discharge their duties in a right manner or effectively.

It has been observed that in an educational institution where all the facilities are the proper ones, teachers are competent, yet the results are mediocre, whereas institutions with fewer facilities produce better results. In an institutional organization, the system of administrative hierarchies and controls, examination and centralized planning for school reforms, all currently restrict the autonomy of the teacher. For the teacher to be effective a certain amount of autonomy should be provided so that he/she should be able to meet the diverse needs of children. In the same way in which the learner requires space, freedom, flexibility and respect, the teacher requires the same. The teacher should not only receive orders, but his views and ideas should also be heard by his superiors and colleagues, who often take decisions that affect the immediate organizational climate in the institution. The teachers and the head must share a relationship based on equality and mutual respect to create a better and positive organizational climate. The decision making must be on the basis of dialogue and discussion. The way they conduct themselves individually as well as jointly has a direct bearing on the climate of the organization. There is a need to encourage an atmosphere that facilitates collaborative efforts among teachers.

Therefore it can be said that, in any organization where there is a conducive environment or climate, teachers excel. An educational organization free of red tapism and other

hierarchical problems produces healthy competition among teachers, which ultimately increases teacher effectiveness. Research studies (Olorunsola and Arogundade 2012; Adenike 2011; Raza 2010; Garg and Rastogi 2006; Kumaran 2005) show that there is a significant influence of the organizational climate on different psycho-social variables of the teacher. Based on all these, the researchers of this study have been provoked to study the Organizational Climate as a Predictor of Teacher Effectiveness.

Objectives of the Study:

The following objectives were formulated for the study:
➢ To study the Organizational Climate of Elementary Schools.
➢ To study the Teacher Effectiveness of Elementary School Teachers.
➢ To study the Teacher Effectiveness of Elementary School Teachers in relation to Organizational Climate.
➢ To study the influence of Organizational Climate on Teacher Effectiveness.

Hypothesis of the study

➢ There is no significant difference in Teacher Effectiveness of Elementary School Teachers in relation to Organizational Climate of their schools.

Methodology:

Methodology can properly refer to the theoretical analysis of the methods appropriate to a field of study or to the body of methods and principals particular to a branch of knowledge. In the present study the Descriptive Survey method was used. The sample of the study consisted of 100 Elementary School Teaches selected randomly, out of which 50 teachers were from Government Schools and 50 from Private Schools. In order to obtain the desired result for this study, the tools that have been used are: School Organizational Climate Descriptive Questionnaire (SOCDQ) developed and standardized by Motilal Sharma and Teacher Effectiveness Scale (TES) developed and

standardized by Pramod Kumar and D.N.Mutha. In the present study School Organizational Climate Descriptive Questionnaire developed by Motilal Sharma (1973) consisted of 64 items based on 8 different dimensions. In all there are 64 likert type items distributed over eight dimensions (sub-test). The respondents are asked to indicate the extent to which each statement characterizes his/her school. The scale against which the respondents indicate the extent to which each statement characterizes their school is defined by four categories: (1) Rarely Occurs, (2) Sometimes Occurs, (3) Often Occurs and (4) Very Frequently Occurs. For scoring these four categories of responses there are assigned four successive integers viz. 1, 2, 3, 4 respectively. Then for each respondent, eight sub-test scores are calculated by simple summation of each respondents item scores, subtest by subtest and dividing each of the eight sums by the number of items in the corresponding subtest.

In the teacher effectiveness scale all the 69 items are positively worded. Items are given a score of '5', '4', '3', '2', and '1' for 'totally agree', 'agree', 'uncertain', 'disagree' and 'totally disagree' respectively. The sum of these values gives the teacher-effectiveness score for the subject. The total score varies from the 69 to 345.

Score Range:

Score range for the various categories of Teacher Effectiveness has been shown in the following table:

Table-1 Score Range for the various categories of Teacher Effectiveness.

Serial No.	Score Range	Category
1.	≥ 303	Effective
2.	273-302	Average Effective
3.	≤ 272	Ineffective

> ## Analysis and Interpretation
> ## Objective 1

The first objective of the study was to study the Organizational Climate of Elementary Schools. For the analysis

of the first objective, data was collected with the help of School Organizational Climate Descriptive Questionnaire. Data analysis for School Organizational Climate Descriptive Questionnaire involved derivation of factor scores and identification of Climate.

Derivation of Factor Score:

To prepare the Climate Profile for each school, each respondent's subtest scores are calculated by the simple summation of each respondent's item score, subtest by subtest and dividing each of its sum by the number of items in the corresponding subtest. Then the raw scores are converted into factor scores by ipsative standardization. Ipsatively, each subtest score is standardized with respect to the mean and standard deviation of the profile scores for each school. For both standardization procedures, a mean of 50 and a standard deviation of 10 is used. These eight standard scores represent the school profile.

Identification of Climate Type:

To assign a climate to each type of school of the sample, each type of profile is compared with the two prototypic profiles given in Table 2 and a profile similarity score is calculated for each type of school. This score helps in determining to what extent each type of school profile is congruent with the prototypic profile which characterized both climates. Thus, similarity scores are computed by computing the absolute difference between each subtest score in a school profile and the corresponding score in the first prototypic profile, then in the second one. A low sum indicates that the two profiles are highly similar whereas a large sum shows that the profiles are dissimilar. Thus each school is designated with the name of prototypic profile to which the school is highly similar. The similarity score for Government Schools was found 0 and 4 after comparison with Open and Closed Climate respectively. Hence Organizational Climate of Government School is designated as Open Climate. Similarity score for Private School was found 4 and 2 after comparison with Open and Closed

Climate respectively. Hence, Organizational Climate of Private School is designated as Closed Climate. The type of climate found in both types of school is shown in the following table:

Table-2 Identification of Climate

Type of School	Government School	Private School
Type of Climate	Open Climate	Closed Climate

> ➤ **Comparison of Organizational Climate of Motilal Sharma with the Present Study in terms of Prototypic Profile:**

After identifying the climate of each type of schools, the prototypic profile score of the present study and the same score given by Motilal Sharma are compared for open climate and closed climate. For this purpose profile scores of present study are categorized into three category; low, moderate and high.

> ➤ **Comparison of prototypic profile of Motilal Sharma and Present Study for Government School.**

The comparison of the prototypic profile of Motilal Sharma and the Present Study for the Open Climate of Government School is shown in the following table:

Table-3 Comparison of Prototypic Profile for Government School (Present Study vs Motilal Sharma)

Dimension		Government School			
		Motilal Sharma		Present Study	
		Score	Diagramatic Description	Score	Diagramatic Description
Group Behaviour Characteristics	Disengagement	47	L	40	L
	Alienation	42	L	38	L
	Esprit	62	H	60	H
	Intimacy	52	M	55	M
Leader Behaviour Characteristics	Psycho-Physical Hindrance	52	M	50	M
	Controls	37	L	44	L
	Production Emphasis	53	M	56	M

	Humanized Thrust	57	H	59	H
	Similarity Score	0			

The above shows that there is a perfect agreement between Disengagement, Alienation, Esprit, Intimacy, Psycho-Physical Hindrance, Controls, Production Emphasis and Humanized Thrust. The limitation of the study is the categorization of Organizational Climate in only two categories - Open and Closed. Thus, it is concluded that Open Climate exists in Government School. The above Table 3 can be shown in the following figure:
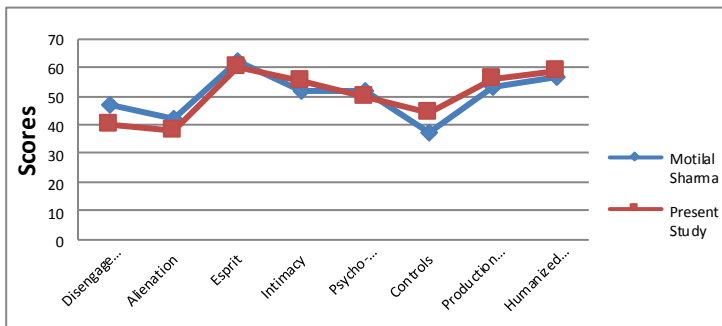

Fig-1 Graphical presentation of the comparison of Prototypic Profile for Government School (Present Study vs. Motilal Sharma)

➢ Comparison of Prototypic Profile of Motilal Sharma and Present Study for Private School.

Comparison of Prototypic Profile of Motilal Sharma and Present Study for Closed Climate of Private School is shown in the following table:

Table-4 Comparison of Prototypic profile for Private School (Present Study vs. Motilal Sharma)

Dimension		Private School			
		Motilal Sharma		Present Study	
		Score	Diagramatic Description	Score	Diagramatic Description
Group Behaviour Characteristics	Disengagement	54	H	57	H
	Alienation	60	H	59	H
	Esprit	37	L	38	L
	Intimacy	40	L	44	M

Leader Behaviour Characteristics	Psycho-Physical Hindrance	62	H	59	H
	Controls	51	H	57	H
	Production Emphasis	53	M	57	H
	Humanized Thrust	41	L	37	L
	Similarity Score	2			

The above shows that there is a perfect agreement between Disengagement, Alienation, Esprit, Psycho-Physical Hindrance, Controls, and Humanized Thrust but there is a marginal difference in Intimacy and Production Emphasis. The limitation of this study is the categorization of Organizational Climate in only two categories - Open and Closed. Thus, it is concluded that Closed Climate exists in Private School. The above table- 4 can be shown in the following figure:
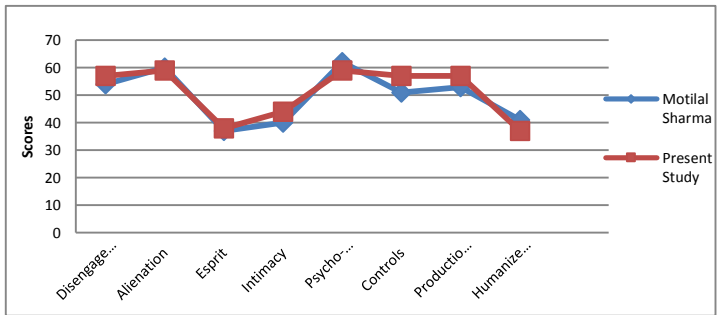
Fig-2 Graphical presentation of the comparison of Prototypic Profile for Private School (Present Study vs. Motilal Sharma)

➤ Objective 2

The second objective of the study was to study the Teacher Effectiveness of Elementary School Teachers. For the analysis of second objective data was collected with the help of Teacher Effectiveness Scale. Data analysis for Teacher Effectiveness Scale involves the summation of the scores given for each item in the scale and their categorization with the help of score range given in the Table1. Percentage of teacher belonging to different category of Teacher Effectiveness in relation to type of school is shown in the following table:

Table-5 Teacher Effectiveness of Elementary School Teachers.

Category of Teacher Effectiveness	Government School		Private School	
	No. of Teachers	Percentage of Teachers	No. of Teachers	Percentage of Teachers
Effective	42	84 %	38	76 %
Average Effective	8	16 %	7	14 %
Ineffective	0	0 %	5	10 %

The above table shows that 84% teachers of Government school and76% teachers of Private School were Effective. 16 % teachers of Government School and 14% teachers of Private School were found Average Effective, while none of the teachers of Government School and 10 % teachers of Private School were Ineffective. The above Table-5 can be shown in the following Figure- 3.
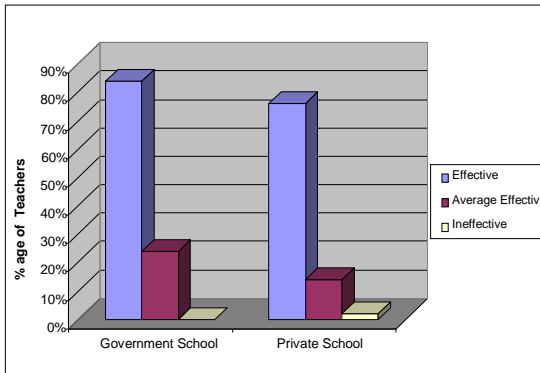

Fig.3 Graphical Presentation of Teacher Effectiveness of Elementary School Teachers

➢ **Objective 3**

Third objective of the study was to study the Teacher Effectiveness of Elementary School Teachers in relation to Organizational Climate. To achieve this objective it was found that Open Climate exists in Government School and Closed Climate exists in Private School, which is shown in Table-2. Percentage of teachers belonging to different category of Teacher Effectiveness in relation to their Climate is shown in the following Table-6.

Table-6 Teacher Effectiveness of Elementary School Teaches in Relation to their Organizational Climate

Category of Teacher Effectiveness	Government School (Open Climate)		Private School (Closed Climate)	
	No. of Teachers	Percentage of Teachers	No. of Teachers	Percentage of Teachers
Effective	42	84 %	38	76 %
Average Effective	8	16 %	7	14 %
Ineffective	0	0 %	5	10 %

The above Table-6 shows that 84% teachers of Open Climate and 76% teachers of Closed Climate were Effective. 16% teachers belonging to Open Climate and 14% teacher belonging to Closed Climate were Average Effective while none of the teachers of Open Climate and 10% teachers of Closed Climate were Ineffective. The above Table-6 can be displayed in the following Figure -4.
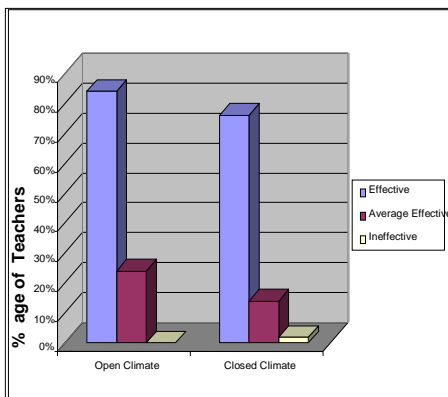

Fig-4 Graphical presentation of Teacher Effectiveness of Elementary School Teachers in Relation to their Organizational Climate

➢ Objective 4

The fourth objective of the study was to study the influence of Organizational Climate on Teacher Effectiveness. To achieve this objective, a 't' test was calculated between the Teacher Effectiveness score of Elementary School Teachers belonging to different Organizational Climate, Open and Closed, which is shown in the following Table -7.

Table-7 Influence of Organizational Climate on Teacher Effectiveness

Type of Climate	No. of Teachers	Mean of Teacher Effectiveness Score	S.D.	't' test		Result
				C.V*	T.V**	
Open Climate	50	310.72	12.73	4.45	2.68 At 0.01 level	C.V>T.V
Closed Climate	50	324.72	18.21			

* Calculated Value
** Tabular Value

The above Table-7 shows that there is significant difference between the Teacher Effectiveness score of Elementary School Teachers belonging to different Organizational Climate as calculated 't' value is greater than tabular value at 0.01 level. Hence, null hypothesis is rejected at 0.01 level. It is concluded that there is significant influence of Organizational Climate on Teacher Effectiveness of Elementary School Teachers.

Major Findings and Discussion of the Results:

In the present study it was found that there exists Open Climate in Government Schools whereas Closed Climate exists in Private Schools. This finding has similarity with the studies conducted by Olorunsola and Arogundade (2012), Raza (2010) and Garg and Rastogi (2006). But in the study conducted by Mehrotra (2002) it was found that the majority of the government and private schools had an autonomous climate. While a controlled and closed climate was exhibited by an equal number of government schools, in private schools merely 8.92 showed a closed climate.

The second finding of the study was that maximum number of effective teachers are in Government Schools where Open Climate exists compared to Private Schools where Closed Climate exists. This finding has similarity with the studies conducted by Raza (2010). But in the studies conducted by Arokiadoss (2005) and Roul (2002) it was found that the autonomous college teachers were more effective than the non-autonomous college teachers on teacher effectiveness. It has been revealed that there exists a significant difference between

autonomous college teachers and non-autonomous college teachers on the dimensions of Organizational Climate.

Third finding of the study was that maximum number of effective teachers are in Open Climate compared to Closed Climate. This finding has similarity with the studies conducted by Raza (2010), Roul (2002) and Kasinath (2000). Kasinath (2000) found that teacher educators serving in a closed institutional climate were more prone to the burnout dimension of Emotional Exhaustion than teacher educators in an open climate.

Fourth and last finding of the study was that there is a significant difference between the Teacher Effectiveness of Elementary School Teachers in relation to their Organizational Climate i.e. there is a significant influence of Organizational Climate on Teacher Effectiveness of Elementary School Teachers. This finding has similarity with the studies conducted by Adenike (2011), Kaur and Sidana (2011) and Hameed and Manjusha (2010). However, in the study conducted by Olorunsola and Arogundade (2012) it was found that there was significant difference in the organizational climate of federal and state universities, while there was no significant difference in the job performance of lecturers in the federal and state universities. Hameed and Manjusha (2010) have conducted a study on Teacher Efficacy of Secondary School Teacher in relation to Teaching Styles and Organizational Culture and found that the main effect of organizational culture on Teacher Efficacy was significant at 0.01 level for total sample, female, urban, rural and government secondary school teachers.

Conclusion:

The importance of Organizational Climate to Teachers' Effectiveness is a significant one. Climate is indicative of how well the teacher is realizing his/her full potential. In an organization with high extent of humanistic relationship, collegiality and participation, the teaching effectiveness is high, making the success of education higher as well. The findings of the study reveal that Teacher Effectiveness of Elementary School Teachers differs significantly in relation to Open and

Closed climate and this is also supported by studies conducted by Raza (2010), Roul (2002) and Kasinath (2000).

The findings of the study will help to create a conducive environment for teaching which will lead to effectiveness of teachers. It will make the teacher conscious of the provision of a proper environment for teaching the students. The findings of the study will also help the school administration to understand the role of the organizational climate for an effective teaching-learning environment. The authorities will be able to help in shouldering the responsibility of guiding the teachers and students to the best suited avenues.

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