



## Impact of organizational climate on academic, professional and social dimensions of teacher effectiveness of secondary schools: A study

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### Abstract

It is high time that teachers and their performance is empirically tested, analyzed and explained. Doesn't matter the school is government or private located in urban and rural area and the teachers are male or female, the teachers effectiveness and their performance is directly affect the academic achievement of the students, personality development of the students and teacher effectiveness is influenced by organization climate. So there has to be a humanistic approach to the teaching learning process. The main objectives of the topic are to find out the significant impact of organizational climate on academic, professional and social dimensions of teacher effectiveness of secondary schools. A sample size of 504 teachers of secondary schools were selected and taken up for the study. Organizational Climate Scale developed by Dr. Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar and Teacher Effectiveness Scale developed by Pramod Kumar and D. N. Mutha were used for the study. It has been found that, there is there is significant impact of organizational climate on academic, professional and social dimensions of teacher effectiveness of secondary schools. As a conclusion teacher effectiveness is essentials for the survival strength, efficiency and success of the institution. So it is the prime responsibility of the head of the school authority and head of the institution is to keep the climate of school organization healthy one though it influence the teacher effectiveness.

**Keywords:** organizational climate, teacher effectiveness, academic, professional and social dimensions of teacher effectiveness, government and private secondary schools

### Introduction

The organizational climate is the feel of the institution, its personality and its individuality resulting from social and psychological interaction between teachers and the principal and within the groups of teachers and students of a particular educational institution. 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. 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. 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. On the other hand teachers are the central point for any type of educational system. 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. 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. 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. It has been remarked that the motivation and dedication at work, job satisfaction and efficacy, humanistic relationship, collegiality, teacher's performance and teachers' effectiveness are influenced by the climate of school organization. Any organization where there is a conducive environment or climate, teachers excel. Thus the researcher attempts to provide information whether organizational climate of school influence the teachers' effectiveness or not.

### Significance of the study

It is high time that teachers and their performance is empirically tested, analyzed and explained. Doesn't matter the school is government or private located in urban and rural area and the teachers are male or female, the teachers effectiveness and their performance is directly affect the academic achievement of the students, personality development of the students and teacher effectiveness is influenced by organization climate. So there has to be a humanistic approach to the teaching learning process. Though the study is not directly related with the academic achievement of the students, but when we talk about teacher and school organization, it is understood that it is for the student. Now a

days in the competitive global market of education, academic achievement of the student place most important role so far as admission in higher education and employment is concerned. On the other hand it has been found from literature review that the academic achievement and its relative factors are influenced by organizational climate, teacher behavior, facility of institution, principal behavior, teacher performance, teacher efficiency, thrust behaviors of principal, sprit behaviors of teachers and teacher effectiveness. Naik.P.K & Mishra, Nishant. (2016) concluded in their study that administrative behaviour of principals and teacher’s participation in school administration play a significant role in maintaining organizational health of government and private secondary school. Though teacher is key person for building students carrier and for overall growth and development of student personality and the teacher effectiveness is influenced by school organizational climate. That’s why the researcher wants to study the impact of the organizational climate on academic, professional and social dimensions of teacher effectiveness.

**Statement of the problem**

The problem for the present study is stated as follows: “Impact of Organizational Climate on Academic, Professional and Social Dimensions of Teacher Effectiveness of Secondary Schools - A Study”.

**Operational definitions the terms Teacher Effectiveness**

**Organizational Climate:** In this study organizational climate refers to school climate of secondary schools in which results, rewards, and personal relations, organizational processes, clarity of roles and sharing of information, altruistic behavior will be observe.

**Teacher Effectiveness:** An effective teacher may be understood as one who helps development of basic skills, understanding proper work habits, desirable attitudes, value judgment and adequate personal adjustment of the students.

**Objectives of the study**

1. To study the significant impact of organizational climate on academic dimension of teacher effectiveness of secondary schools.
2. To study the significant impact of organizational climate on professional dimension of teacher effectiveness of secondary schools.
3. To study the significant impact of organizational climate on social dimension of teacher effectiveness of secondary schools.

**Hypotheses of the study**

1. There is no significant impact of organizational climate on academic dimension of teacher effectiveness of secondary schools.
2. There is no significant impact of organizational climate on professional dimension of teacher effectiveness of secondary schools.
3. There is no significant impact of organizational climate on social dimension of teacher effectiveness of secondary schools.

**Sampling**

All the government and private secondary school teachers of Bilaspur district of Chhattisgarh formed the population of the study. In order to collect the data for the present study 60 secondary schools from Bilaspur district of Chhattisgarh were selected through purposive sampling techniques. Out of these 60 secondary schools 31 are government and 29 are private situated in rural and urban area. Again 504 (Male-252 & Female-252) Teachers have taken randomly as the subjects of the present investigation from the selected government and private secondary schools of Bilaspur district of Chhattisgarh. Purposive and Simple random sampling method has been used by the researcher for selecting the samples.

**Tools used**

The researcher has used the following tools for the present study.

- Organizational Climate Scale developed by Dr. Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar.
- Teacher Effectiveness Scale developed by Pramod Kumar and D. N. Mutha.

**Statistical techniques used**

With the help of statistical software package (SPSS 16.0) all the analysis were performed, Mean, Standard Deviation, t- test were calculated and interpretations were made. The result so obtained are interpreted and discussed in the light of problem factors to make the result meaningful.

**Findings**

**HO-1** There is no significant impact of organizational climate on academic dimension of teacher effectiveness of secondary schools.

**Table 1.1:** Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.262 <sup>a</sup>	.069	.067	9.65893

Predictors: (Constant), TorCli

**Table 1.2:** Anova

Model	Sum of Square	Df	Mean square	F	Sig.
1 Regression	3465.976	1	3465.976	37.151	.000 <sup>a</sup>
Residual	46834.024	502	93.295		
Total	50300.000	503			

Predictors: (Constant), TorgCli

Dependent Variable: TTeaAca

**Table 1.3:** Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	36.875	2.196		16.793	.000
TOrgCli	.262	.043	.262	6.095	.000

Dependent Variable: TteaAca

**Interpretation**

A linear regression was run to predict whether organizational climate impact the academic dimension of the teacher

effectiveness of secondary schools or not. The total sample under this study is 504. The assumption of linearity, homoscedasticity and normality were met. This variable statistically significantly predicts academic dimension of teacher effectiveness,  $F(1, 502) = 37.151$ ;  $P < .001$ ;  $R = 0.262$ ; Adjusted  $R^2 = 0.067$ . Organizational climate is explaining 6.7% variance on academic dimension of teacher effectiveness of secondary schools. The significance F value 37.151 in ANOVA table-1.2 shows that the regression model developed is appropriate for the present context and this also tells us that the relationship between variables is linear.

From the above table-1.3, it has been found that organizational climate added statistically and significantly to the prediction  $t = 6.095$  which is more than the table value with df 502 at .05 level i.e. 1.96 and at .01 level i.e. 2.59. Based on the values in the table-1.3, we obtain the following regression equation.

$$\text{Academic dimension} = 36.875 + 0.262 * \text{org. cli.}$$

From coefficient table-1.3, it can be said that organizational climate has a significant impact on academic dimension of teacher effectiveness. As seen in the above equation, 1 unit change in organizational climate leads to 0.262 times' organizational climate on academic dimension of teacher effectiveness. Thus the HO-1 "There is no significant impact of organizational climate on academic dimension of teacher effectiveness of secondary schools" is rejected.

**Result**

It has been found that, there is a significant impact of

organizational climate on academic dimension of teacher effectiveness of secondary schools.

**Justification:** The finding of the study shows that there is a significant impact of organizational climate on academic dimension of teacher effectiveness of secondary schools. The good and healthy academic environment of any educational organization influences the effectiveness of teacher in relation to sex, locality and types of school.

HO-2 There is no significant impact of organizational climate on professional dimension of teacher effectiveness of secondary schools.

**Table 2.1:** Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.249 <sup>a</sup>	.062	.060	9.69562	1.733

Predictors: (Constant), TOrgCli

Dependent Variable: TTeaPro

**Table 2.2:** ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3109.424	1	3109.424	33.077	.000 <sup>a</sup>
Residual	47190.576	502	94.005		
Total	50300.000	503			

Predictors: (Constant), TOrgCli

Dependent Variable: TTeaPro

**Table 2.3:** Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	37.568	2.204		17.044	.000	1.000	1.000
TOrgCli	.249	.043	.249	5.751	.000		

Dependent Variable: TTeaPro

**Interpretation**

A linear regression was run to predict whether organizational climate impacts the professional dimension of the teacher effectiveness of secondary schools or not. The total sample under this study is 504. The assumption of linearity, homoscedasticity and normality were met. This variable statistically significantly predicts professional dimension of teacher effectiveness,  $F(1, 502) = 33.077$ ;  $P < .001$ ;  $R = 0.249$ ; Adjusted  $R^2 = 0.060$ . Organizational climate is explaining 6.0% variance on professional dimension of teacher effectiveness of secondary schools. The significance F value 33.077 in ANOVA table-2.2 shows that the regression model developed is appropriate for the present context and this also tells us that the relationship between variables is linear.

From the above table-2.3, it has been found that organizational climate added statistically and significantly to the prediction  $t = 5.751$  which is more than the table value with df 502 at .05 level i.e. 1.96 and at .01 level i.e. 2.59. Based on the values in the table-2.3, we obtain the following regression equation.

$$\text{Professional dimension} = 37.568 + 0.249 * \text{org. cli.}$$

From coefficient table-4.6.3, it can be said that organizational

climate has a significant impact on professional dimension of teacher effectiveness. As seen in the above equation, 1 unit change in organizational climate leads to 0.262 times' organizational climate on professional dimension of teacher effectiveness. Thus the HO-2 "There is no significant impact of organizational climate on professional dimension of teacher effectiveness of secondary schools" is rejected.

**Result**

It has been found that, there is a significant impact of organizational climate on professional dimension of teacher effectiveness of secondary schools.

**Justification:** The finding of the study shows that there is a significant impact of organizational climate on professional dimension of teacher effectiveness of secondary schools. As per the finding of the earlier study, healthy organizational climate reduces professional stress of the teacher and the teacher feels more comfortable and committed with the profession.

HO-3 There is no significant impact of organizational climate on social dimension of teacher effectiveness of secondary schools.

**Table 3.1:** Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.345 <sup>a</sup>	.119	.117	9.39480	1.828

Predictors: (Constant), TOrgCli  
 Dependent Variable: TTeaSoci

**Table 3.2:** ANOVA

Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	5992.358	1	5992.358	67.893	.000 <sup>a</sup>
Residual	44307.642	502	88.262		
Total	50300.000	503			

Predictors: (Constant), TOrgCli  
 Dependent Variable: TTeaSoci

**Table 3.3:** Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	37.742	2.136		15.330	.000	1.000	1.000
TOrgCli	.345	.042	.345	8.240	.000		

Dependent Variable: TTeaSoci

**Interpretation**

A linear regression was run to predict whether organizational climate impact the social dimension of the teacher effectiveness of secondary schools or not. The total sample under this study is 504. The assumption of linearity, homoscedasticity and normality were met. This variable statistically significantly predict social dimension of teacher effectiveness,  $F(1, 502) = 67.893$ ;  $P < .001$ ;  $R = 0.345$ ; Adjusted  $R^2 = 0.117$ . Organizational climate is explaining 11.7 variance on social dimension of teacher effectiveness of secondary schools. The significance F value 67.893 in ANOVA table-3.2 shows that the regression model developed is appropriate for the present context and this also tells us that the relationship between variables is linear.

From the above table-3.3, it has been found that organizational climate added statistically and significantly to the prediction “t”= 8.240 which is more than the table value with df 502 at .05 level i.e. 1.96 and at .01 level i.e. 2.59. Based on the values in the table-3.3, we obtain the following regression equation.

$$\text{Social dimension} = 32.742 + 0.345 * \text{org. cli.}$$

From coefficient table-4.5.3, it can be said that organizational climate has significantly impact on social dimension of teacher effectiveness. As seen in above equation, 1 unit change in organizational climate leads to 0.345 time’s organizational climate on social dimension of teacher effectiveness. Thus the HO-3 “There is no significant impact of organizational climate on social dimension of teacher effectiveness of secondary schools” is rejected.

**Result**

It has been found that, there is significant impact of organizational climate on social dimension of teacher effectiveness of secondary schools.

**Justification**

The finding of the study shows that there is significant impact of organizational climate on social dimension of teacher effectiveness of secondary schools. It has been observed that if the climate of the organization is humanistic relationship, participation the teacher effectiveness is high.

**Conclusion**

The finding of the study shows that organizational climate in

the institution immediate affect the academic, professional and social dimension of teacher effectiveness of secondary schools, whether the teachers are male or female working in government or private secondary schools located in rural or urban area. So 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 teachers and the head must share a relationship based on equality and mutual respect to create a better and positive climate for school organization. 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. Though organizational climate as a relatively enduring quality of the internal environment that is experienced by the members, influences their behaviour and can be described in terms of values of a particular set of characteristics of the organization, 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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