



A Study of Teacher Effectiveness in Relation to Organizational Climate

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Abstract:

This study has been taken to 'Study Teacher Effectiveness in Relation to Organizational Climate'. Fifty teachers from ten different senior secondary schools teaching only to senior secondary classes were taken as sample. Descriptive statistics was applied. Correlation was worked out to find the relationship between the two variables and T-test was also used for the present study. No significant relationship has been found between Teacher Effectiveness and Organizational Climate. Further male and female senior secondary school teachers have not been found to differ in their teaching effectiveness. Government and private senior secondary school teachers do not differ significantly in terms of their Teacher Effectiveness and Organizational Climate. The Organizational Climate of schools does not differ significantly as per male and female senior secondary school teachers. Government and private senior secondary schools do not differ significantly in terms of the organizational climate.

Keywords: Teacher Effectiveness and Organizational Climate

I. INTRODUCTION

Effective teaching can be considered as a teacher's ability to stimulate student intellectually and develop suitable skills and attitudes. Teachers effectiveness means perfection or optimum level of efficiency and productivity on the part of teacher. Teaching effectiveness is quite broad when compared with the term teaching behavior, which has a relatively narrow connotation. An effective teacher is an indispensable even in the best-equipped system of education. He who teaches effectively, may have the way for progressive and productive society. Effectiveness of a teacher can be well assessed by using the newly recognized classes of variables related to Teacher Effectiveness defined by Mitzel and Gross (1960) as:

- i) **Process criterion**
- ii) **Product criterion**
- iii) **Presage criterion**

i) **Process criterion:** It involves the classroom interaction of the teacher with the pupils. It includes the behavior of the teacher, the reciprocative behavior of the pupils and rapport established between the two (resource link) in various academic activities.

ii) **Product Criterion:** It is very common and conventional way of appraising the standard of a process from the results or end products it incurs. Such a criteria seeks the extent to which the educational objectives have been achieved by the pupils. Whatever materials and resources may be applied and exercised by the teacher, his effectiveness is gauged from the progress and prosperity sustained by the learner.

iii) **Presage criterion :** It focuses on the academic background and personal characteristics of the teacher. The teacher's effectiveness is measured by his educational, professional and personal qualifications and experiences.

Organizational Climate

The Organizational Climate is considered as an aspect of the total environment of the organization. It is a set of pattern of social interactions among the members of an organization. The Organizational Climate represents the entire social system of work group.

Objectives of the Study

1. To study the relationship between Teacher Effectiveness and Organizational Climate of senior secondary schools.
2. To study the Teacher Effectiveness of senior secondary school teachers in relation to their gender.
3. To study the Teacher Effectiveness in relation to the type of the school.
4. To study the Organizational Climate of senior secondary schools in relation to the gender of the teachers.
5. To study the Organizational Climate of senior secondary schools in relation to their type.

Hypotheses of the Study

1. There will be no significant relationship between Teacher Effectiveness and Organizational Climate of senior secondary schools.
2. There will be no significant difference between Teacher Effectiveness of male and female senior secondary school teachers.
3. There will be no significant difference between Teacher Effectiveness of Govt. and private senior secondary school teachers.
4. There will be no significant difference in Organizational Climate of schools as per male and female senior secondary school teachers.

5. There will be no significant difference between Organizational Climate of Govt. and private senior secondary schools.

II. METHOD

1. Correlation was computed to study the relationship between Teacher Effectiveness and Organizational Climate of senior secondary school teachers.

2. Significance of difference was worked out between Teacher Effectiveness and Organizational Climate scores of male and female, govt. and private senior secondary school teachers.

Sample

In order to conduct the present study, 10 senior secondary schools of district Kapurthala were randomly selected. Out of the selected schools; 50 teachers teachings only to senior secondary classes were taken as sample of the study.

Measures

1. Kulsum's Teachers Effectiveness Scale (KTES), constructed by Kulsum (2000).

2. Organizational Climate Inventory (OCI), constructed by Chattopadhyay and Aggarwal (1988).

Procedure

The analysis and interpretation of data was done as given below:

1. Descriptive Statistics was applied to test the normality of the data.

2. Correlation was worked out to find the relationship between the two variables teachers effectiveness and Organizational Climate of senior secondary school teachers.

3. T-test was applied to find the significance of difference in Teacher Effectiveness and Organizational Climate between male and female, govt. and private senior secondary school teachers.

III. RESULTS AND DISCUSSION

Table.1. Correlation between Organizational Climate and Teacher Effectiveness

Tool Used	Number of Teachers	Co-efficient of Correlation
Teacher Effectiveness	50	0.101 ns
Organizational Climate	50	

ns- Non Significant at .05 level of significance

Table.2. Significance of Difference of Mean Scores of Teacher Effectiveness of Male and Female Senior Secondary School Teachers

Gender	Number Teachers	Mean	Standard Deviation	t-ratio
Male	24	542.07	47.39	1.263 ns
Female	26	520.50	81.17	

ns – Non Significant at .05 level of significance

Table.3. Significance of Difference of Mean Scores of Teacher Effectiveness of Govt. and Private Senior Secondary School Teachers

Type	Number of Teachers	Mean	Standard Deviation	t-ratio
Govt.	22	531.83	51.46	0.170ns
Private	26	530.77	79.38	

ns-Non Significant at .05 level of significance.

Table.4. Significance of Difference of Mean Scores of Organizational Climate of Senior Secondary Schools as per Male and Female teachers

Locality	Number Teachers	Mean	Standard Deviation	t-ratio
Male	24	239.05	31.17	1.80ns
Female	26	245.20	34.38	

ns- Non Significant at .05 level of significance.

Table.5. Significance of Difference of Mean Scores of Organizational Climate of Govt. and Private Senior Secondary Schools

Gender	Number Teachers	Mean	Standard Deviation	t-ratio
Govt.	22	238.45	35.57	1.071 ns
Private	26	246.45	30.75	

ns – Non Significant at .05 level of significance

Table -1 shows the Pearson's co-efficient of correlation (r) of Teacher Effectiveness and Organizational Climate is 0.101, which is less than the table value .250 at .05 level of significance. It reveals that there is no significant relationship between Teacher Effectiveness and Organizational Climate. Therefore the hypothesis 1, which states, 'There will be no significant relationship between Teacher Effectiveness and Organizational Climate of senior secondary schools', is accepted.

Table-2 showing the mean scores of Teacher Effectiveness of Male and Female senior secondary school teachers. It shows the mean scores and standard deviation (SD) values of Teacher Effectiveness of male and female senior secondary school teachers. It reveals that mean value of Teacher Effectiveness of Male teachers is 542.07 while that of Female teachers is 520.50. Value of standard deviation of male and female teachers is 47.39 and 81.17 respectively. The calculated significance of difference in the mean value in the form of t-ratio is 1.263, which is below the table value 2.00 at .05 level of significance. Hence it is concluded that male and female senior secondary school teachers do not differ significantly in terms of their Teacher Effectiveness. Thus the hypothesis 2 which states, 'There will be no significant difference between Teacher Effectiveness of male and female senior secondary school teachers' is accepted.

Table-3 shows the mean scores and standard deviation (SD) values of Teacher Effectiveness of Govt. and Private senior secondary school teachers. It reveals that mean value of Teacher Effectiveness of Govt. teachers is 531.83 while that of Private teachers is 530.77. Value of standard deviation of Govt. and

Private teachers is 51.46 and 79.38 respectively. The calculated significance of difference in the mean value in the form of t-ratio is 0.170, which is below the table value 2.00 at .05 level of significance. Hence it is concluded that Govt. and Private senior secondary school teachers do not differ significantly in terms of their Teacher Effectiveness. Thus the hypothesis 3 which states, 'There will be no significant difference between Teacher Effectiveness of Govt. and Private senior secondary school teachers', is accepted.

Table -4 shows the mean scores and standard deviation (SD) values of Organizational Climate of schools as per male and female senior secondary school teachers. It reveals that mean scores of Organizational Climate as per male teachers is 239.05 while that of female teachers is 245.20. Value of standard deviation as per male and female teachers is 31.17 and 34.38 respectively. The calculated significance of difference in the mean value in the form of t-ratio is 1.80 ns, which is below the table value 2.00 at .05 level of significance. Hence it is concluded that schools do not differ significantly as per male and female senior secondary school teachers in terms of their Organizational Climate. Thus the hypothesis 4 which states, 'There will be no significant difference between Organizational Climate of schools as per male and female senior secondary school teachers', is accepted.

Table -5 shows the mean scores and standard deviation (SD) values of Organizational Climate of govt. and private senior secondary schools. It reveals that mean value of Organizational Climate of govt. schools is 238.45 while that of private schools is 246.45. Value of standard deviation of govt. and private schools is 35.57 and 30.75 respectively. The calculated significance of difference in the mean scores in the form of t-ratio is 1.071 ns, which is below the table value 2.00 at .05 level of significance. Hence it is concluded that govt. and private senior secondary schools do not differ significantly in the terms of their Organizational Climate. Thus the hypothesis 5 which states, 'There will be no significant difference between Organizational Climate of govt. and private senior secondary school', is accepted.

IV. EDUCATIONAL IMPLICATIONS

Teacher Effectiveness has a lot to do with the Organizational Climate where the teacher has to deliver his responsibilities. The study has come out with a non-significant relationship between Teacher Effectiveness and Organizational Climate. It can be said that whatever or howsoever climate does the teacher receive, the effectiveness in terms of teaching should not decrease. It is the responsibility of the government, administrators, planners and private organizations to provide best facilities to teachers but as the study reveals, the effectiveness of teacher should not be dependent on the organization or its climate; the teacher has to provide effective teaching and the student should go satisfied by the teaching of an effective teacher. Therefore the study calls the planners to provide such educational arrangements as would help each teacher to give his best in teaching, but on the contrary it also makes the teachers aware that organization or climate is a secondary thing. Hence effectiveness of our system of education will be measured by the effectiveness of our teachers. On the other hand, all those schools may have excellent material resources in the form of equipment, building and textbooks and

curriculum it may be appropriately adapted to community requirement, if the teachers are misfit or are indifferent to their responsibilities, the whole program is likely to be ineffective and wasted. A positive classroom climate starts with the teacher's attitude towards his profession and ends with the student's attitude. Attitude is not in born tendencies, they are the products of experiences a person encounters in his life. Attitude can be inculcated by providing conducive climate and stimulating experiences to the person. Attitude of teachers are developed during their passage of becoming teachers- in their schools, colleges, university and especially in teacher training institutes. Administration and management authorities should make use of results of the study. Efforts to motivate and provide incentives to the young effective teachers can enhance their teaching skills and hence their efficiency. In service training and refresher courses should be conducted for teachers to improve their communication skills, interpersonal relations and effectiveness of classroom teaching.

V. REFERENCES

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