



Relationship between Organizational Climate and Teacher Effectiveness of Secondary School Teachers of Aurangabad City

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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/she 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 study is based on descriptive survey and was aimed to study the relationship between organizational climate and teacher effectiveness. It also examined the type of organizational climate existing in different media schools. For the present study the researcher has selected a sample of 150 secondary School Teachers from Aurangabad city 50 each from Urdu, Marathi and English medium schools selected through random sampling method. Organizational Climate Inventory (OCI)-Somnath Chattopadhyay & K.G. Agarwal and Teacher Effectiveness Scale-Dr. Umme Kulsum were tools for data collection. Findings of the study revealed that: Organizational Climate of secondary schools of Aurangabad city is of Controlled type, Teacher Effectiveness of secondary school teachers is average. There is no significant difference between the Organizational Climate of Marathi and Urdu medium secondary schools of Aurangabad city. There exists significant difference in the Organizational Climate of Marathi & English, English

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& Urdu medium secondary schools. There exist significant difference in the Teacher Effectiveness of secondary school teachers of Marathi & English, Marathi & Urdu medium schools. There is no significant difference between the Teacher Effectiveness of secondary school teachers of English and Urdu medium schools. There is positive but very negligible co-correlation between both the variables.

Keywords: Organizational Climate, Teacher Effectiveness

Introduction:

Education is constantly considered as vehicle for granting certainties and emotions, data, energy and understanding. Instruction is answerable for creating character of a person so that individual can serve the general public as a valuable resident, the resident get preparing in the instructive foundation for example school. School as an association is the conventional organization where future resident of a country created. It consolidates physical, human and budgetary assets. Each school has its own singularity and contrasts from each other as far as its physical structure and infrastructural offices and additionally as far as its understudy body attributes, teacher's quality and conduct, leadership behavior and style and so forward. The famous terms used to portray this psycho-social independence of an establishment incorporate the "tone" of an association, the "climate" of an organization, the "environment" or the "ethos" of the foundation for example organizational climate.

Training is nowhere without teacher, teachers are apparently the most significant gathering of professionals without them the instruction framework will be injured. Teacher's activity execution assumes a vital job in understudy's advancement. It is known to be identified with teacher's effectiveness (Medly and Shannon, 1994). Teachers play a fundamental and dynamic job in the instructive framework. It is said that great execution of understudies relies on viable educating of their teachers. Henceforth there is a need to consider teacher effectiveness by keeping up their working environments as one of the elements that may impact teacher's activity execution is organizational climate. Which means of Organizational Climate: The idea of Organizational Climate was presented by the human relationist in the late 1940s. The manner a climate or culture is planned or develops after some time influences the manner in which

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individuals and gathering acts inside the association. Climate of an association is to some degree like character of an individual, similarly as each individual has a character that makes him one of a kind and not quite the same as other individual, every association has an Organizational Climate that obviously recognize it from different associations. Basically organizational climate mirrors an individual's view of association to which he belongs. Organizational Climate is a lot of one of a kind qualities and highlights that are seen by the representative about their association which fill in as a significant power in affecting their conduct. The organizational climate influences the individuals' procedures and choices, conduct and inspiration, collaboration and participation, social connections and awards of good exhibitions. Concerning schools, climate is an essential connection between organizational climate and teacher frame of mind and conduct. It has been commented that the conventional qualities of schools have a significant impact in transit where teachers see the climate.

Thompson (2005), organizational climate can be characterized as a methodology where organizational individuals watch and describe their encompassing and condition in an attitudinal and worth based way.

In another point of view, (Attkinson and Frechette 2009) alluded organizational climate as a 'lot of ascribes explicit to a specific association that might be prompted from the association, manages its individuals and its condition'.

Despite the fact that little is thought about organizational climate before, in any case, in the 21st century, organizational climate has gotten an extensive consideration by numerous divisions. This is because of the way that organizational climate is often identified with school effectiveness (Lazaridou and Tsolakidis, 2011). In instructive setting, organizational climate is likewise alluded to as the blend of relational connection among the partners of the establishments which incorporate teachers and parents. The climate of an association is liable to change much of the time and can be molded by the upper administration of an association.

Grouping of Organizational Climate: The investigation of four parts of head's administration conduct and four parts of teachers' conduct carry us to order associations into six unmistakable profiles of arrangements in accordance with Halpin and Croft (1966). The six profiles that are

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found in the associations can be viewed as six particular organizational climates, to be specific, Open, Autonomous, Controlled, Familiar, Paternal and Closed.

Open Climate: An open climate is utilized to portray the transparency and authenticity of communication that exists among the head, teachers, understudies and guardians. Hoy and Sabo (1998) express that "an open climate mirrors the head and teachers' agreeable, strong and responsive frames of mind to one another's thoughts and their pledge to work collegial relations). As a group they work for the accomplishment of understudies." The head, as indicated by these specialists, shows certifiable worry for teachers; he/she persuades and empowers staff individuals (high steadiness). He/she gives the staff opportunity to complete their obligations in the most ideal manner they know (low directiveness). He/she doesn't enable routine obligations to disturb teachers' instructional duties (low obstacle). Likewise, in a school/school described with open climate, teachers are depicted as tolerant, accommodating and aware professionals (low withdrawal). They are minding and ready to help understudies when need be. Teachers try sincerely with the goal that understudies succeed (high responsibility). They give it a second thought, regard and help each other as associates and even at individual level (high. Both the head and teachers are available and congenial they keep up cozy associations with understudies and guardians (Halpin, 1966).

Self-sufficient Climate: This kind of climate depicts an air where teachers are given a decent proportion of opportunity to work in the foundation. The chief stimulates energy and perseverance. The two teachers and understudies work with commitment. There is no outer risk or impact. Teachers want to work and understudies are exceptionally energetic to learn. The cozy relationship among the head, teachers, understudies and guardians makes an independent climate in the organization (Halpin, 1966).

Controlled Climate: The noteworthy characteristic of controlled climate is the energy and troublesome work. Regardless of the way that the boss doesn't show obligation, troublesome work is overemphasized to the extent that no time is given to open movement. In any case, teachers are centered around their work and put broad vitality in paper work. Henceforth, a significant part of the time, there is brief period to speak with one another. Understudies are moreover devoted, anyway are given brief period for collaboration in extracurricular activities.

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The boss often uses a prompt system, keeps his/her great ways from teachers, understudies and watchmen in order to keep up a vital good ways from shared trait. Gatekeepers are not encouraged to visit school with their children's issues as the time on such issues could be used on something advantageous (Silver, 1983; Halpin, 1966). Familiar Climate: Familiar climate portrays a free enterprise air. The chief is worried about keeping up well disposed air to the detriment of undertaking achievement. In this way, an extensive level of teachers are not dedicated to their essential task. Some who are submitted hate the manner in which the chief runs the school: they don't impart same perspectives to the head and their associates. Therefore, the individuals who are not dedicated, structure an inner circle since they are of a similar disposition, they become companions.

Fatherly Climate: This kind of climate portrays an environment where the chief is persevering, however has no impact on the staff; to them difficult work is anything but a famous term. There is a level of closeness between the head and teachers, however the chief's desire from teachers is somewhat unfeasible. No different, he/she is accommodating and vigorous, however his/her initiative methodology is altruistically despotic. Accordingly, most teachers, understudies and guardians like to keep up good ways from the head. Often, understudies can't express their challenges or issues with strength and guardians visit the school just when it is completely vital (Costley and Todd, 1987).

Shut Climate: The shut climate speaks to the 'direct opposite of the open climate'. The primary attribute of this kind of climate recognized by Halpin (1966) is absence of responsibility or useless withdrawal. There is no dedication, particularly with respect to the head and teachers. There is no accentuation on task achievement; rather the chief weights on normal, trifling and pointless administrative work to which teachers negligibly react. The chief is exacting and unbending in conduct. He/she is rude, unsupportive and inert. Thusly, a large portion of the teachers feel baffled and disappointed. This makes the environment tense. There is absence of regard among the teachers and head (Hoy and Sabo, 1998).

A few researchers state that each school has its own interesting climate. This is on the grounds that each school work in various manners. The sort of climate that wins in a school is the mix of the conduct of the head, teachers, understudies and guardians in that school. Accordingly,

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climate contrasts from school to school. Freiberg (1999) opines that climate is a regularly changing variable in school. This is on the grounds that the chief may pick on explicit events to adjust an alternate authority style, which may have incredible effect on the climate that will prompt a change. Once more, another chief may bring some new thoughts that may change the current climate.

Teacher Effectiveness:

The term encouraging effectiveness had its prime during the 1980s and mid 1990s, during that period when such a great amount of work on understudy appraisals was done .Its association with assessment exercises remains and even toward the finish of the course evaluations are often thought of as proportions of educating effectiveness.

As per Ryan: "Instructing is viable to the degree that teacher demonstrations in manners that are great to the advancement of fundamental skills, understanding, work habits, desirable frames of mind, esteem judgment and satisfactory individual alteration of the understudies" According to Remmers: Effectiveness is a degree to which a specialist produces impacts Given its proceeding with significance, it is a term we ought to normally return to. Basics of successful teaching: Effective training is stimulating, Effective educating is well planned, Effective instructing is intriguing, helpful and democratic, Effective educating frees the teacher Connection between Organizational Climate and Teacher Effectiveness: Organizational climate is the conventional arrangement of undertaking and detailing connections that controls, facilitates, and persuades workers so they participate to accomplish an association's objectives. This incorporates the administration center, authority and obligation, asset approaches and arranging arrangement or usage. The assignment of an executive is to make an organizational structure and culture that urges representatives to try sincerely and to create steady work frames of mind and enables individuals and gatherings to coordinate and cooperate viably. The Organizational Climate influences the people groups procedures and choices, conduct and inspiration, collaboration and participation, social connections and awards of good exhibitions. It has been commented that the conventional qualities of schools have a significant impact in transit where teachers saw the climate. As per Combe: "A great teacher is an individual who has figured out how to utilize himself as a powerful instrument. He has characterized the powerful

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teacher as an interesting person who has figured out how to utilize his self successfully and productively for doing his very own and society's motivation."

NEED AND SIGNIFICANCE 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 balance, only then can they provide an effective teaching and learning process. Teaching requires effectiveness 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 researches in the field of education reflects that though the quality, competency, dedication and commitment of teachers are showing upward trends, teachers 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 proper, 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

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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 researcher of this study have been provoked to study the relationship between Organizational Climate and Teacher Effectiveness of Secondary school teachers of Aurangabad city and as researchers college is always in touch with Urdu, Marathi and English medium secondary schools of Aurangabad city it was decided to undertake study for them.

STATEMENT OF THE PROBLEM:

Relationship between organizational climate and teacher effectiveness of secondary school teachers of Aurangabad city.

DEFINITION OF IMPORTANT TERMS:**Organizational Climate:**

It means how people perceive an organization is an outcome of an interplay between a number of variables of the societal system, organization and the individual members.

Teachers Effectiveness:

It means the perfection the teachers have attained and these teachers excel in their other personality characteristics.

Secondary school Teachers:

Teachers teaching to secondary classes.

Aurangabad city:

District Headquarter of Marathwada region.

OBJECTIVES OF THE STUDY:

1. To identify and classify the secondary schools of Aurangabad city according to Organizational Climate.
2. To study the Teacher Effectiveness of Secondary School Teachers.
3. To compare the Organizational Climate of secondary schools of Aurangabad city.
4. To compare the teacher effectiveness of secondary school teachers of Aurangabad city.
5. To study the relationship between organizational climate and Teacher Effectiveness.

HYPOTHESES OF THE STUDY:

- H-1: Secondary schools of Aurangabad city has open organizational climate.
- H-II: The degree of effectiveness of secondary school teachers of Aurangabad city is good.
- H-III: There is no significant difference between the Organizational Climate of different media Secondary Schools of Aurangabad city.
- H-IV: There is no significant difference between the teacher effectiveness among teachers belonging to different media.
- H-V: There is high and positive high relationship between organizational climate and teacher effectiveness.

VARIABLES:

- 1) Organizational climate
- 2) Teacher Effectiveness.

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In the present study the researcher has used Descriptive Survey method .

Population:

The population for present research is all secondary school teachers of Aurangabad city.

Sample:

The sample of the study consisted of 150 Secondary School Teachers selected randomly, 50 each from Urdu, Marathi and English medium Schools.

Tools:

- (1) Organizational Climate Inventory-By Somnath Chattopadhyay & K.G. Agarwal
- (2) Teacher Effectiveness Scale- By Dr. Mrs Umme Kulsum.

Statistical Techniques Used:

Mean , t-test and product moment coefficient of correlation technique

NORM TABLE:

Table No. - 01

Showing Range of scores, category of organizational climate of schools & teacher effectiveness.

Sr.No.	Range of Scores	Profile of Organizational Climate.	Range of scores	Teacher Effectiveness
01	300 & above	Open	561-700	Excellent
02	240-299	Autonomous	421-560	Very Good

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03	180-239	Controlled	281-420	Good
04	120-179	Familiar	141-280	Average
05	60-119	Paternal	Below 140	Poor
06	Below 59	Closed		

Objective 1:

To identify and classify the secondary schools of Aurangabad city according to organizational climate.

Hypothesis H₁:

Organizational climate of Secondary Schools of Aurangabad city is good.

Table 02: Mean of scores of organizational climate.

Variable	Group	N	Mean	Range	Interpretation
Organizational Climate	All teachers	15	184.76	180-239	Controlled
	Urdu	50	190.44	180-239	Controlled
	Marathi	50	186.49	180-239	Controlled
	English	50	180.01	180-239	Controlled

Table 2 portrays that the mean of scores for organizational climate of Secondary School Teachers of Aurangabad City is 184.76, whereas mean of Urdu is 190.44, Marathi is 186.49 and English is 180.01 which come in the range of 180-239 i.e. controlled climate as per norm table. Though all the schools show controlled climate but as per mean value Urdu medium schools shows high score than Marathi and English medium schools.

Objective 2:

To study teacher effectiveness of secondary school teachers of Aurangabad city.

Hypothesis H₂: The degree of effectiveness of secondary school teachers is good.

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Variable	Group	N	Mean	Range	Interpretation
Teacher Effectiveness	All teachers	150	223.39	141-280	Average Effectiveness
	Urdu	50	245.26	141-280	
	Marathi	50	188.64	141-280	
	English	50	239.59	141-280	

Table 03 portrait that the mean of scores of Teacher Effectiveness of secondary school teachers of Aurangabad city is 223.39, whereas mean score of Urdu medium teachers is 245.26, Marathi medium is 188.64 and English medium is 239.59 which come in the range of average as per norm table.

Objective 03: To compare the Organizational climate of secondary schools of Aurangabad city.

Hypothesis H₃: There is no significant difference between the organizational climate of different media secondary schools of Aurangabad city.

Table 04: Significance of the difference between means of organizational climate.

Variable	Group	N	Mean	SD	Df	T	Significance
Organizational Climate	Urdu medium	50	190.44	11.9	98	3.64	Significant
	English medium	50	180.01	16.39			
	Urdu	50	190.44	11.9	98	1.53	Not Significant
	Marathi	50	186.49	13.75			
	Marathi	50	186.49	13.75	98	2.14	Significant
	English	50	180	16.39			

Table no 04 portraits that the mean value of Urdu medium schools is 190.44 & S.D. is 11.9 where as mean value of English medium schools is 180.01 & S.D. is 16.39 and mean value of

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Marathi medium schools is 186.49 and S.D. is 13.75. The t-value of Urdu-English is 3.64 and of Marathi –English is 2.14 which is greater than the table value 1.96 (at 0.05 level of significance) which shows there is significant difference between organizational climate Urdu- English and English-Marathi medium schools where as Mean value of Marathi medium schools is 186.49 and S.D. is 13.75 where as mean value of Urdu medium teachers is 190.44 and S.D. is 11.9 .The t-value of Urdu-Marathi is 1.53 which indicate insignificant difference .

Objective 04: To compare the Teacher Effectiveness of secondary school teachers of Aurangabad city.

Hypothesis H4: There is no significant difference between the teacher effectiveness among teachers belonging to different media secondary schools of Aurangabad city.

Table 05: Significance of difference between mean of teacher effectiveness

Variable	Group	N	Mean	S.D	Df	T	Significance
Teacher Effectiveness	Urdu	50	245.26	19.29	98	15.81	
	Marathi	50	188.64	16.47			
	Urdu	50	245.26	19.29	98	1.08	
	English	50	239.59	32.92			
	Marathi	50	188.64	16.47	98	9.97	
	English	50	239.59	32.92			

Table no 05 portrays that the mean value of Urdu medium teachers is 245.26 & S.D. is 19.29 where as mean value of Marathi medium teachers is 188.64 & S.D. is 16.47 and mean value of English medium teachers is 239.59 and S.D. is 32.92. The t-value of Urdu-Marathi is 15.81 and of Marathi –English is 9.79 which is greater than the table value 1.96 (at 0.05 level of significance) which shows there is significant difference between teacher effectiveness of Urdu-Marathi and Marathi-English medium teachers where as Mean value of English medium teachers is 239,59 and S.D. is 32.92 where as mean value of Urdu medium teachers is 245.26 and S.D. is 19.29 .The t-value of English-Urdu is 1.08 indicate insignificant difference .

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Objective 5: To study the relationship between organizational climate and teacher effectiveness among Secondary School Teachers.

Hypothesis H₅: There is high and positive relationship between Organizational Climate and Teacher Effectiveness among Secondary School teachers of Aurangabad city.

Table 06: Correlation between Organizational climate and teacher effectiveness of different groups.

Variable	Medium	No of Teachers	Mean	SD	Coefficient of Correlation	Interpretation
Organizational Climate		50	190.44	11.9	-0.05	
Teacher Effectiveness			245.26	19.29		
Organizational Climate		50	186.49	13.75	-0.13	
Teacher Effectiveness			188.64	16.47		
Organizational Climate		50	180.01	16.39	0.08	
Teacher Effectiveness			239.59	32.92		

Table 06 reveals that Organizational climate and Teacher Effectiveness has the coefficient of correlation 0.05 which is positive but very negligible hence relationship between organizational climate and teacher effectiveness is positive but negligible. Table no 06 portraits that the mean value of Urdu medium schools is 190.44 & S.D. is 11.9 where as mean value of English medium schools is 180.01 & S.D. is 16.39 and mean value of Marathi medium schools is 186.49 and S.D. is 13.75. The t-value of Urdu-English is 3.64 and of Marathi –English is 2.14 which is greater than the table value 1.96 (at 0.05 level of significance) which shows there is significant difference between organizational climate and teacher effectiveness of English –Urdu and

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English-Marathi medium schools where as Mean value of Marathi medium schools is 186.49 and S.D. is 13.75 where as mean value of Urdu medium teachers is 190.44 and S.D. is 11.9 .The t-value of Urdu-Marathi is 1.53 indicate insignificant difference.

Major Findings: After analysis and interpretation of the data following findings are achieved: Organizational climate of Secondary Schools of Aurangabad city is of Controlled type, Teacher Effectiveness of Secondary School teachers is Average, There is no significant difference between the organizational climate of Marathi and Urdu medium secondary schools of Aurangabad city, There exist significant difference in the organizational climate of Marathi and English medium secondary schools of Aurangabad city, There exist significant difference in the organizational climate of English and Urdu medium secondary schools of Aurangabad city, There exist significant difference in the teacher effectiveness of secondary school teachers of Marathi and English medium schools, There exist significant difference in the teacher effectiveness of secondary school teachers of Marathi and Urdu medium schools. 8. There is no significant difference between the teacher effectiveness of secondary school teachers of English and Urdu medium schools, There is positive but very negligible correlation between organizational climate and teacher effectiveness of secondary school teachers of Aurangabad city, There is no significant correlation between organizational climate and teacher effectiveness of secondary school teachers belonging to Urdu medium schools, There is no significant correlation between organizational climate and teacher effectiveness of secondary school teachers belonging to Marathi medium schools, There is positive but very negligible correlation between organizational climate and teacher effectiveness.

Implications and Recommendations:

The findings of the study revealed that most of the teachers in the secondary schools in the city of Aurangabad were found with average effectiveness in their tasks and organizational climate was of controlled type. This implied that principal as a school leader should maintain or create a healthy climate in school organization to enhance better job performance among teachers. Principal needs to demonstrate more leadership behavior than managerial behavior. Principal could shows concern for teachers and motivates them to exert their best in the tasks assign. Thus, it is recommends that continuous in service training should be conducted to improve principal

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leadership behavior that create healthy organizational climate. As the findings showed that organizational climate was a crucial factor in enhancing teachers' job performance, principal perhaps could create a committee that accountable in assessing organizational climate among teachers, organizational climate assessment might help in finding the obstacles to teachers' job performance.

There are few viable suggestions in the light of the critical analysis of the data gathered:

1. The secondary school teachers should improve their performance according to the different components of teaching effectiveness i.e. preparation and planning for teaching, classroom management knowledge of the subject matter, teacher characteristics and interpersonal relations.
2. The heads of the institutions should also have a regular check on the teacher's performance by supervision and inspection of teaching, on the other hand teachers should also be provided with the feedback.
3. Teachers should always keep their knowledge updated and should possess the required knowledge of the subject-matter.
4. Teacher should know how to manage the class effectively, so that it gives out an ideal situation for learning as well as teaching.
5. The teachers should be very much particular about their relations within the community because this also affects their effectiveness.
6. Teacher should go well-prepared to the class; he / she should know what type of planning suits him or her and the students.
7. Teachers should communicate ideas logically and with clarity.
8. They should possess ability to understand individual differences and to individualize instruction.
9. Teachers should learn to translate the national goals into educational actions.
10. Besides being proficient in the skills related to teaching teachers should imbibe the right attitudes and values.
11. As far as possible the H.M. should try to select such candidates as teachers for the primary classes who can tackle with the students problems and the psychology of the children should be very well-understood by them.

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12. Heads of institutions, instead of being authoritative and critical should assist their staff members in making the best of their potentials; they should be kind and considerable, keeping in view their wants and weaknesses, so that healthy organizational climate can be developed.

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