

A Study of Organizational Climate of Self-Financing Teacher Education Institutions of Delhi NCR

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Abstract – This paper proposes to find out the organizational climate of Self-Financing Scheme (SFS) Teacher Education Institutions (TEIs) of Delhi NCR. The organizational climate was studied from fourteen dimensions Role Clarity; Respect; Communication; Reward System; Career Development; Planning and Decision Making; Innovation; Relationship; Team and Support; Quality of Services; Conflict Management; Commitment and Morale; Training and Learning; and Direction by adapting the tool developed by Halpin and Croft (Halpin and Croft's Organizational Climate Description Questionnaire). Data was collected from 100 participating Teacher Educators from Delhi, Ghaziabad, Faridabad, Gautam Budha Nagar and Gurugram. The study reveals that the teacher educators with more than five years of experience perceives that their experience is not valued and respected by TEIs.

Keywords– Organizational Climate; SFS; Self Financing Scheme; TEI's; Teacher Education; Teacher Educator.

I. INTRODUCTION

From the past few decades, Organizational Climate has received great attention and has been an area of interest for the researchers. In layman language, organizational climate is the mood of an organization that determines the personality of an organization. The mood of an organization majorly depends on the human resource of an organization. The more satisfied the employees are, the more the efficiency of an organization.

In the words of Brown and Brook (2002), “climate is the ‘feeling in the air’ and the atmosphere is the employee’s perception that is formed in the organizations based on procedures, practices and rewards.”

According to Schneider (1994), ‘The atmosphere that employees perceive is created in their organizations by practices, procedures and rewards... employees observe what happens to them (and around them) and then draw conclusions about the organizations' priorities. They then set their own priorities accordingly’.

Therefore, it can be said that the organizational climate has a major influence on human performance through its impact on individual motivation and job satisfaction (Benazir & Devi Priya, 2014). It comprises norms; values; individual expectations and; organisation policies and procedures. If the individuals feel themselves as valued and respected, they will contribute more into the organisational goals.

The term organisational climate is predominantly used in industrial sector but in the present research it is used in the context of the climate in the teacher education institutions. Teachers are the torchbearers, and their behaviour has huge impact on the personalities of the students. The work environment prevalent in the TEIs

affects behaviour of teacher educators to a major extent. Their motivation, achievement level, job satisfaction and commitment towards the profession results in achieving the objectives of the classroom and aims of TEIs. Through this research, investigator attempts to find out the organisational climate of the TEIs from the perception of the teacher educators and also encourages the TEIs to fill the lacunas so that the efficiency of TEIs can be increased.

II. RATIONALE OF THE STUDY

Organization climate and its dimensions are more predominantly being use in organizational behaviour of the industry therefore most of the researches carried related to this are reported in industrial sector. Since education and its organization have assumed the role of industry therefore it has been used in the education sectors. But it has been found majority of the researches done in India or in abroad on this are used in determining the organizational climate of schools. Teachers satisfaction another variable of the study was hardly studied neither at school level nor at higher level which is consist of job and life satisfaction of teachers. It has been found that job satisfaction has been major area of research either at school level but investigator could not find any research on teacher satisfaction. Teacher education institutions and that too self-financed organizational climate have been hardly studied. Investigator could not find out any doctoral or large study in Indian context to determine the organizational climate of private teacher education institutions especially when private institutes are more in number are operating in India in comparison to government institutes. Moreover, teacher working in these institutes are playing a similar and functions as

government teacher performs, so it is necessary to find out the teacher organizational commitment and moreover their satisfaction from job and life. So, investigator though it would be appropriate to study the three interrelated variables organizational climate, organizational commitment and teacher's satisfaction of the teachers working in these institutes.

Research Objective

To Study the Organizational Climate of the Self-Financed Secondary Teacher Education Institutions.

Research Hypotheses

1. There is a no significant difference between Male and Female Teacher Educators of the Self-Financed Secondary Teacher Education Institution of Delhi & NCR in their perception on Organizational Climate.
2. There is a no significant difference between Rural and Urban setting Teacher Educators of the Self-Financed Secondary Teacher Education Institution of Delhi & NCR in their perception on Organizational Climate.
3. There is a no significant difference between 0-5 years and 5 & more years of professional experience Teacher Educators of the Self-Financed Secondary Teacher Education Institution of Delhi & NCR in their perception on Organizational Climate.

III. METHODOLOGY

The present study is a Descriptive Survey Research and such a research design ensures that the data can be accurately, systematically and fairly analyzed.

Sample

The sample of the Teacher Educators is selected randomly from systematically selected Teacher Education Institute from Delhi NCR region. The total number of Teacher Educators participated in the study is 100 from Delhi, Ghaziabad, Faridabad, Gautam Budha Nagar and Gurugram. The percentage of participants from each region is given in table below.

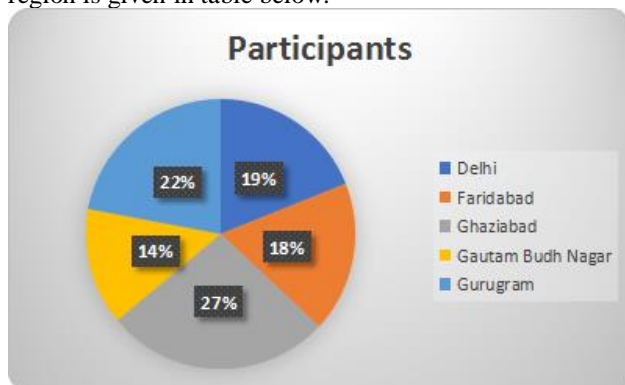


Fig.1. Percentage of participants from Delhi NCR Instrument.

Halpin and Croft, Organizational Climate Description Tool was adapted by the investigator for the purpose of studying Organizational Climate of TEIs. This questionnaire adapted by the investigator has fourteen dimensions and 131 statements. The fourteen dimensions of the tool are Role Clarity; Respect; Communication; Reward System; Career Development; Planning and Decision Making; Innovation; Relationship; Team and Support; Quality of Services; Conflict Management; Commitment and Morale; Training and Learning; and Direction. The instrument seeks students' responses on a Likert five-point scale ranging from Strongly Agree to Strongly Disagree. The reliability of the tool was determined by calculating Cronbach alpha that turn out to be 0.80 and validity through content validity.

Statistical methods

For interpreting the data obtained on the Organizational Climate Description Tool data description was carried out using measures of central tendency (mean) and standard deviation. Also, the t test of independent samples was used with the help of SPSS 20 software.

IV. RESULTS AND INTERPRETAION

There were 24% Male and 76% Female participants in the study. This shows the demographic status of the TEIs. Also, 45% TEIs are from rural setting and 55% are from urban setting. The participants were categorized on the basis of their professional experience. 54% participants have 5 or less years of experience and 46% participants have 6 or more years of experience.

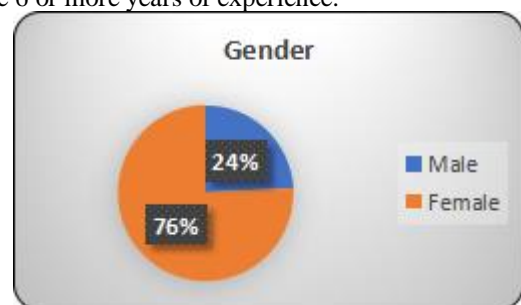


Fig. 2. Descriptive Statistics on the basis of Gender.

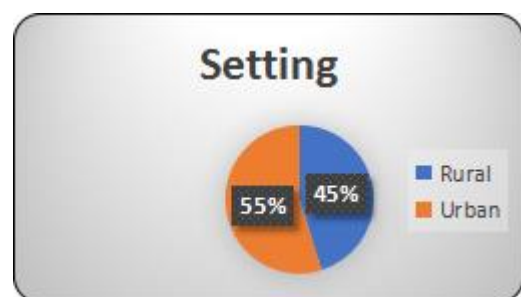


Fig.3. Descriptive Statistics on the basis of Setting



Fig.4. Descriptive Statistics on the basis of Professional Experience.

Table 1 shows the descriptive statistics obtained on the organizational climate and its dimensions. It can be seen from the table that mean score of all the dimensions falls between minimum and maximum values.

Table -I: Descriptive statistics of Organizational Climate and its Dimensions

S.No.	Dimensions	Minimum	Maximum	Mean	S.D.
1	Role Clarity	19	42	32.51	4.57153
2	Respect	12	27	19.11	3.457958
3	Communication	30	56	39.48	5.997441
4	Reward System	29	58	47.34	5.683966
5	Career Development	26	56	39.38	6.001313
6	Planning and Decision Making	32	61	41.64	7.528424
7	Innovation	16	37	25.83	4.568347
8	Relationships	20	38	29.15	3.793602
9	Team Work and Support	22	42	32.3	4.372781
10	Quality of Service	12	26	19.14	2.752483
11	Conflict Management	16	33	24.82	4.088367
12	Commitment and Morale	15	34	25.91	4.097536
13	Training and Learning	6	23	16.09	3.567799
14	Direction	10	28	18.04	4.029989
	Organisational Climate	341	460	410.74	18.78029

Table 2 on t test on gender difference reveals that p value @ 5% level of significance is greater than 0.05 for all the dimensions of Organisational Climate and also on total score of Organisational Climate Scale; hence, it is concluded that there is no significant difference between Male and Female Teacher Educators of the Self-Financed Secondary Teacher Education Institution of Delhi & NCR in their perception on Organizational Climate.

Table -II: t test for significance of difference between male and female teacher educators with respect to the Organizational Climate and its Dimensions

S.No.	Dimensions	Gender	Mean	S.D.	t Value	P Value
1	Role Clarity	Male	32.79	18.17	0.36	.720
		Female	32.42	21.98		
2	Respect	Male	33.79	18.17	0.36	.720
		Female	33.42	21.98		
3	Communication	Male	40.08	28.78	0.61	.543
		Female	39.29	38.50		
4	Reward System	Male	47.38	31.98	0.03	0.99
		Female	47.33	32.84		
5	Career Development	Male	38.83	31.28	0.54	.590
		Female	39.55	37.82		
6	Planning and Decision Making	Male	43.25	41.13	1.20	.233
		Female	57.5	56.09		
7	Innovation	Male	26.46	25.63	0.75	.455
		Female	22.61	20.45		
8	Relationships	Male	29.92	28.91	1.11	.270
		Female	15.47	14.00		
9	Team Work and Support	Male	31.25	32.63	1.45	.150
		Female	15.59	19.99		
10	Quality of Service	Male	19.20	19.12	0.15	.881
		Female	6.43	8.03		
11	Conflict Management	Male	24.96	24.78	0.19	.850
		Female	16.99	16.84		
12	Commitment and Morale	Male	25.71	25.97	0.27	.788
		Female	18.48	16.48		
13	Training and Learning	Male	15.71	16.21	0.70	.486
		Female	7.87	14.33		

Table -III: t test for significance of difference between urban and rural setting teacher educators with respect to the Organizational Climate and its Dimensions

S.No.	Dimensions	Setting	Mean	S.D.	t Value	P Value
1	Role Clarity	Rural	32.89	32.2	0.74	.461
		Urban	22.42	19.83		
2	Respect	Rural	40.67	39.53	1.14	.257
		Urban	27.69	21.07		
3	Communication	Rural	39.27	39.66	0.32	.750
		Urban	30.89	40.71		
4	Reward System	Rural	47.33	47.35	0.01	.992
		Urban	37.60	28.60		
5	Career Development	Rural	38.47	40.13	1.39	.168
		Urban	34.57	36.60		
6	Planning and Decision Making	Rural	40.33	42.71	1.59	.115
		Urban	51.68	59.21		
7	Innovation	Rural	26.49	25.29	1.30	.197
		Urban	22.90	18.95		
8	Relationships	Rural	28.87	29.38	0.69	.492
		Urban	11.70	16.72		
9	Team Work and Support	Rural	31.55	32.91	1.55	.124
		Urban	18.93	18.79		
10	Quality of Service	Rural	18.91	19.33	0.76	.449
		Urban	6.95	8.15		
11	Conflict Management	Rural	25.04	24.64	0.48	.632
		Urban	23.36	11.53		
12	Commitment and Morale	Rural	25.76	26.04	0.34	.735
		Urban	18.19	15.92		
13	Training and Learning	Rural	16.27	15.95	0.45	.654
		Urban	12.2	13.35		
14	Direction	Rural	17.89	18.16	0.34	.735

Table 3 on t test for urban and rural settings reveals that p value @ 5% level of significance is greater than 0.05 for all the dimensions of Organizational Climate and also on total score of Organizational Climate Scale; hence, it is concluded that there is no significant difference between Rural and Urban setting Teacher Educators of the Self-Financed Secondary Teacher Education Institution of Delhi & NCR in their perception on Organizational Climate.

Table 4 on t test for experience reveals that p value @ 5% level of significance is greater than 0.05 for all the dimensions of Organizational Climate except Respect (t= 3.31; p=.001). This means that teacher educators with the experience of 0 to 5 years (M= 38.63) perceive themselves as more valued and respected by the organization than the teacher educators with the 6 and above year experience (M= 26.04). This difference is statistically significant and area of concern and will be find out in next part of research via interview of teacher educators.

The total score on organizational climate further indicates that there is no significant difference between 0-5 years and 5 & more years of professional experience of Teacher Educators from the Self-Financed Secondary Teacher Education Institution of Delhi & NCR in their perception on Organizational Climate.

Table 4: t test for significance of difference between teacher educators on professional experience with respect to the Organizational Climate and its Dimensions from the server will help to take legal actions against the

S.No.	Dimensions	Professional Experience	Mean	S.D.	t Value	P Value
1	Role Clarity	0 to 5 years	32.61	32.39	0.24	.811
		6 and above	25.45	15.98		
2	Respect	0 to 5 years	38.63	41.70	3.31	.001
		6 and above	26.04	17.19		
3	Communication	0 to 5 years	38.96	40.09	0.93	.355
		6 and above	33.17	39.37		
4	Reward System	0 to 5 years	46.76	48.02	1.10	.274
		6 and above	29.05	35.98		
5	Career Development	0 to 5 years	39.28	39.5	0.19	.850
		6 and above	42.32	29.37		
6	Planning and Decision Making	0 to 5 years	41.35	41.98	0.41	.683
		6 and above	58.31	55.80		
7	Innovation	0 to 5 years	26.31	25.26	1.18	.241
		6 and above	25.50	15.26		
8	Relationships	0 to 5 years	29.20	29.09	0.15	.881
		6 and above	14.40	14.70		
9	Team Work and Support	0 to 5 years	32.54	32.02	0.59	.557
		6 and above	19.12	19.40		
10	Quality of Service	0 to 5 years	18.89	19.43	0.99	.325
		6 and above	7.38	7.81		
11	Conflict Management	0 to 5 years	24.57	25.11	0.65	.517
		6 and above	16.70	16.94		
12	Commitment and Morale	0 to 5 years	25.78	26.07	0.35	.727
		6 and above	15.46	18.68		
13	Training and Learning	0 to 5 years	16.26	15.89	0.52	.604
		6 and above	14.91	10.37		

IV. DISCUSSION

The objective of this study was to find out to investigate that whether the participants of the present research differ in their perception in the organizational climate. The achieving this objective participant were compared on the basis of gender, setting and professional experience. The findings of the study show that there is no significant difference between the participants on all the above said three criterions. However, in the dimension of the Respect, the participants of professional experience 6 or more years perceived themselves as less valued and respected than the participants from 0 to 5 years of experience. They were of the perception that their organization do not value their work as per their experience; their colleagues don't value their experience; organization holds prejudice when teachers are concerned; organisation do not respects the individuality of the teachers; and do not treats each and every employee as partners of this institution. However, this will be in-depth studied via interview of teacher educators in next part of this research.

V. CONCLUSION

This research aimed at improving the overall efficacy of organizational climate of the TEIs by making them aware about the perception of the teacher educators on various dimensions of organizational climate. Through this research, the investigator recommends the management of TEIs to look why the teacher educators with experience of more than 5 years perceive themselves as less valued and respected. The study also suggests to the TEIs to utilize the experience of experienced teacher educators in favor of the organization.

However, it is suggested to the future researchers that before undertaking future research, the next part of this research that deals with the qualitative analysis should be considered. It should also be noted that TEIs except B.Ed. course is not included in this research; also. B.Ed. in Special Education is not included. The sample includes Self Financing Scheme TEIs from Delhi NCR region only, the other regions and government institutions should also be studied. Also, the study is limited to the TEIs having continuous affiliation with the parent university for the last five years, TEIs with less than 5 years affiliation should also be studied.

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