

TEACHER EFFECTIVENESS OF ENGINEERING COLLEGE TEACHERS IN RELATION TO ORGANIZATIONAL CLIMATE

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Abstract

The main objective of the present study was to find out the relationship between Teacher Effectiveness and Organizational Climate of Engineering College Teachers. To achieve this objective, Teacher Effectiveness Scale (2011) by Puri and Gakhar and Organizational Climate Scale (2010) by Chaudhari, Pethe and Dhar were used. The sample consisted of 100 Engineering College Teachers selected randomly from Moga & Ludhiana District of Punjab, India. The sample was equally categorized between Male-Female and Rural-Urban Engineering College Teachers. Statistical techniques viz. - Mean, Standard Deviation, Standard Error of Means, t-test and Coefficient of Correlation (r) were used to analyze the data. The results revealed that there exists significant relationship between Teacher Effectiveness and Organizational Climate of Engineering College Teachers. It means that Organizational Climate affects the Teacher Effectiveness of Engineering College Teachers. If the Organizational Climate of the Engineering College Teachers will better their Effectiveness will also be better and vice-versa.

Keywords: Teacher Effectiveness, Engineering College Teachers, Organizational Climate

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Introduction

Teaching at present has made the work of the teacher more challenging and difficult instead of having concern for him only with a few patterns of effective presentation of subject matter. Modern teacher's responsibility is to see that everything that goes on in the classroom is for all round development of the child. The pivot role of a teacher in nation building is universally recognized (Gallagher, 2012). The effectiveness of teaching process lies in the hands of the teacher. It is the duty of the teacher to shape the behaviour of pupils in desired direction. To play his role effectively, the teacher should be well equipped psychologically, philosophically, methodologically, technologically and above all physically. An effective teacher may be understood as one who helps in a development of basic skills, understanding, proper habits, and desirable attitude, value judgment and adequate personal adjustment of the student (Barr, 1952). Organizational climate is a combination of attributes considered over time. It is the perceived aspect of an organization's internal environment, but within the same organizational climates (Duff, 2013). Stern carried out large comparative studies of organizational climate in educational system. He was concerned with the relationship between personality and perceptions of the climate. In practice, most other researchers avoided the issue by using multi-item scales and talking the mean score to represent the organizational climate. Some researchers have tried to solve the problem of aggregation by the calculating the degree of agreement among members of the organization, department and team. However, the degree of agreement shown is not high enough to justify the claim that mean is an accurate score of the climate.

Teacher Effectiveness

Teacher effectiveness means perfection or the optimum level of efficiency and productivity on the part of teacher, it refers to the height of majority and learning indicates that teacher grows with experience and learns more and more. He is able to perform his best in the process of education. Teacher effectiveness more or less depends upon the effective teachers. It is recognized that selection and training of most effective teachers for imparting education is of almost. Teacher effectiveness is understood as that which helps in the development of basic skills, understanding, proper work habits, desirable attitudes, value judgment and adequate personal adjustment of the students (Conley, Fauske and Pounder 2004).

Teacher effectiveness is the effective linkage by teacher competence and teacher performance with the accomplishment of teacher characteristics such as knowledge based sense of responsibility and inquisitiveness, the student characteristics such as opportunity to learn and academic work, the teaching factors such as less on structure, and communication, the learning aspect such as involvement and success, and the classroom phenomena such as environment and climate, and organization and management. If that teacher takes care of these factors, their effectiveness can be enhanced to the optimum level (Lease and Garrison, 2008).

Organizational Climate

The concept of organizational climate has a rich history into a social science literature. In the early 1960's George Stern was one of the first psychologists who saw the analogy with individual personality and used the concept of organizational climate to study institutions of the higher education. The use of concept quickly spread to schools/colleges and business organization, each with a somewhat different conceptual view of climate (Halpin, Crofts and Don, 1963).

The term organizational climate clearance the environment that affects the behaviour of the teachers and students school/college climate, the focus of this brief is evident in the feelings and attitudes about a school/college expressed by students, teachers, staff and parents- the way students and staff "feel" about being at school/college each day. Organizational climate is a significant element in discussion about improving academic performance. It is also mentioned in discussion of potential solutions to problems such as bullying inter students, inter teacher conflicts, character education and moral education (Glisson and Green, 2011).

Although there are a variety of conceptualizations, there is general agreement that organizational climate arises from routine organizational practices that are important to an organization's members that it is defined by member preparations, and that it influences member's attitudes and behaviour. Thus school/college climate is a relatively enduring character of a school/college that is experienced by its participants that affects their actions and that is based on the collective perception of behaviour in the school/ college (Glisson and Green 2011)

Objectives of the Study

The study was carried out with the following objectives:

1. To study the teacher effectiveness of engineering college teachers.
2. To study the teacher effectiveness of engineering college teachers with respect to gender.
3. To study the teacher effectiveness of engineering college teachers with respect to locale.
4. To study the organizational climate of engineering college teachers.
5. To study the organizational climate of engineering college teachers with respect to gender.
6. To study the organizational climate of engineering college teachers with respect to locale.
7. To find out the relationship between teacher effectiveness and organizational climate of engineering college teachers.

Hypotheses

The study was carried out with the following hypotheses:

1. There exists no significant difference in the mean scores of teacher effectiveness of engineering college teachers with respect to gender.
2. There exists no significant difference in the mean scores of teacher effectiveness of engineering college teachers with respect to locale.
3. There exists no significant difference in the mean scores of organizational climate of engineering college teachers with respect to gender.
4. There exists no significant difference in the mean scores of organizational climate of engineering college teachers with respect to locale.
5. There exists no significant relationship between teacher effectiveness and organizational climate of engineering college teachers.

Delimitations

The study was carried out with the following delimitations:

1. The study was delimited to Moga and Ludhiana district of Punjab.
2. The study was delimited to Engineering and Technology Colleges only.
3. The study was delimited to 100 teachers only.
4. The study was delimited to 50 male and 50 female teachers.
5. The study was further delimited to 50 rural and 50 urban teachers only.

Method

Keeping in view the nature of the study, the descriptive research method was used in the present study.

Sample

The present study was conducted on the sample of 100 Engineering & Technology College Teachers of Moga & Ludhiana District of Punjab, India. The sample was selected by simple random method of probability sampling. The sample was equally categorized between Male-Female and Rural- Urban teachers.

Tools Used

The following tools were used to collect the data for the present study:

1. Teacher Effectiveness Scale (2011) by Puri and Gakhar.
2. Organizational Climate Scale (2010) by Chaudhari, Pethe and Dhar.

Statistical Techniques Used

Statistical techniques viz. Mean, Standard Deviation (SD), Critical Ratio (t-test) and Co-efficient of Correlation (r) were used to analyze and interpret the collected data.

Analysis and Interpretation

The results of the present study are elucidated as below:

HYPOTHESIS-I

There exists no significant difference in the mean scores of teacher effectiveness of engineering college teachers with respect to gender.

Table-I Showing the Significance of Difference in the Mean Scores of Teacher Effectiveness of Male and Female Engineering College Teachers

Group	N	Mean	SD	SE _M	't'-Value
Male	50	280.54	27.9	5.02	2.90**
Female	50	295.12	21.95		

**Significant at 0.01 level of significance

Critical Value of 't' = 1.98 at 0.05 level of significance

Critical Value of 't' = 2.63 at 0.01 level of significance

It is evident from Table-I that 't'-value of teacher effectiveness of 50 male and 50 female is 2.90 which is significant at 0.01 level of significance. Hence there is significant difference in the teacher effectiveness of male and female engineering college teachers. Hence the hypothesis, **“There exists no significant difference in the mean scores of teacher effectiveness of engineering college teachers with respect to gender”** is rejected.

Table-II Showing the Significance of Difference in the Mean Scores of Teacher Effectiveness of Rural and Urban Engineering College Teachers

Group	N	Mean	SD	SE _M	't'-Value
Rural	50	282.18	22.68	4.25	3.37**
Urban	50	296.5	19.76		

****Significant at 0.05 and 0.01 level of significance**

Critical Value of 't' = 1.98 at 0.05 level of significance

Critical Value of 't' = 2.63 at 0.01 level of significance

It is evident from Table-II that 't'-value of teacher effectiveness of 50 Rural and 50 Urban engineering college teachers is 3.37 which is significant at 0.05 and 0.01 level of significance. Hence there is significant difference in the teacher effectiveness of Rural and Urban engineering college teachers. Hence the hypothesis, **“There exists no significant difference in the mean scores of teacher effectiveness of engineering college teachers with respect to locale”** is rejected.

HYPOTHESIS-III

There exists no significant difference in the mean scores of Organizational Climate of engineering college teachers with respect to gender.

Table-III Showing the Significance of Difference in the Mean Scores of Organizational Climate of Engineering College Teachers

Category	N	Mean	SD	SE _M	't'-Value
Male	50	103.72	12.94	2.38	1.13 ^{NS}
Female	50	101.02	10.72		

NS at 0.05 level and 0.01 level of significance

Critical Value of 't' = 1.98 at 0.05 level of significance

Critical Value of 't' = 2.63 at 0.01 level of significance

It is evident from Table-III that 't'-value of organizational climate of 50 male and 50 female is 1.13 which is non significant at 0.05 level and 0.01 level of significance. Hence there is no significant difference in the organizational climate of male and female engineering college teachers. Hence the hypothesis, **“There exists no significant difference in the mean scores of Organizational Climate of engineering college teachers with respect to gender”** is accepted.

HYPOTHESIS-IV

There exists no significant difference in the mean scores of Organizational Climate of Engineering College Teachers with respect to locale.

Table-IV Showing the Significance of Difference in the Mean Scores of Organizational Climate of Rural and Urban Engineering College Teachers

Group	N	Mean	SD	SE _M	't'-Value
Rural	50	96.28	13.82	3.56	3.98**
Urban	50	110.44	21.05		

** Significant at 0.01 level of significance

Critical Value of 't' = 1.98 at 0.05 level of significance

Critical Value of 't' = 2.63 at 0.01 level of significance

It is evident from Table-IV that 't'-value of Organizational Climate of 50 Rural and 50 Urban is 3.98, which is significant at 0.05 and 0.01 level of significance. Hence there is significant difference in the organizational climate of rural and urban engineering college teachers. Hence the hypothesis, "**There exists no significant difference in the mean scores of Organizational Climate of engineering college teachers with respect to locale**" is rejected.

HYPOTHESIS-V

There exists no significant relationship between teacher effectiveness and organizational climate of engineering college teachers.

Table-V Showing the Coefficient of Correlation between Teacher Effectiveness and Organizational Climate of Engineering College Teachers

Sr. No.	Variables	N	'r'	Result
1	Teacher Effectiveness	100	0.182**	Positive Correlation
2	Organizational Climate	100		

**Significant at 0.01 level of significance

Critical Value of 'r' = 0.138 at 0.05 level of significance

Critical Value of 'r' = 0.181 at 0.01 level of significance

It is evident from Table-VII that the Co-efficient of Co-relation between Teacher Effectiveness and Organizational Climate of engineering college teachers is 0.182, which is significant at 0.05 level and 0.01 level of significance. Hence there is significant relationship between Teacher Effectiveness and Organizational Climate of engineering college teachers. Hence the Hypothesis, "**There exists no significant relationship between teacher effectiveness and organizational climate of engineering college teachers**" is rejected.

Findings of the Study

On the basis of the interpretation of hypotheses the following findings have been drawn:

- ❖ There is significant difference in the teacher effectiveness of male and female engineering college teachers ($t=2.90$). Female teachers have greater effectiveness than male.

- ❖ There is significant difference in the teacher effectiveness of rural and urban engineering college teachers ($t=3.37$). Urban area teachers depict greater effectiveness than rural area teachers.
- ❖ There is no significant difference in the organizational climate of male and female engineering college teachers ($t=1.13$).
- ❖ There is significant difference in the organizational climate of rural and urban engineering college teachers ($t=3.98$). Urban area teachers have better organizational climate than rural area teachers.
- ❖ There is significant relationship between teacher effectiveness and organizational climate of engineering college teachers ($r=0.182$).

Conclusion

In the present study it is found that there is significant difference in the teacher effectiveness of male and female and rural and urban engineering college teachers. It is also found that there is no significant difference in the organizational climate of male and female engineering college teachers. Further there exists significant difference in the organizational climate of rural and urban engineering college teachers. There is also significant relationship between teacher effectiveness and organizational climate of engineering college teachers. It means organizational climate affects the teacher effectiveness of the engineering college teachers. If the organizational climate of the engineering college teachers will better their effectiveness will also be better and vice-versa.

Educational Implications

The following are the main educational implications of the present study:

In the present study investigator found that there is significant relationship between teacher effectiveness and organizational climate. Both variables positively correlated with each other. It means one variable affects the other. Both are directly proportional each other. If better organizational climate is provided to engineering college teachers in the institutions, their effectiveness will also be high and vice-versa.

- ❖ These results will give immense help to Teachers, Principals, Administrators, Curriculum Planner, Policy Framers, and Guidance & Counseling Workers etc. to uplift the standard of the education in the engineering colleges.
- ❖ These results will also help the Teachers, Principals and Administrators to make Organizational Climate better.
- ❖ In service, teacher-training programmes must be provided to engineering college teachers to enhance their effectiveness. These programmes must be compulsory to all.
- ❖ Regular seminars and workshop must be organized in the engineering colleges.
- ❖ Principal- Teachers meeting must be in a week.
- ❖ The present study will help the engineering college teachers in the harmonious development of their personality.
- ❖ These results will give immense help in the better curriculum construction to improve the effectiveness of the teachers.
- ❖ These results will give immense help in the development of new methods for teaching.
- ❖ These results will give immense help to the teachers to make teaching-learning process more effective.
- ❖ More efforts could be done to improve the effectiveness of the male engineering college teachers.
- ❖ The present study will help the rural engineering college teachers for better effectiveness.
- ❖ The present study will help the engineering college teachers for better adjustment in the different organizations.
- ❖ More efforts could be done to make the organizational climate better in rural area engineering colleges.

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