



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2016; 2(12): 718-723
www.allresearchjournal.com
Received: 17-10-2016
Accepted: 18-11-2016

Dr. K Sunitha
Assistant Professor,
Department of Management,
College of Business and
Economics, Ambo University,
Ambo, Ethiopia

K.C. Arunadevi
Assistant Professor, GRG
School of Management Studies,
PSGR Krishnammal College
for Women, Coimbatore,
Tamilnadu, India

A study on the perception of school teachers on human resource development climate and organisational effectiveness

Dr. K Sunitha and KC Arunadevi

Abstract

The development of any nation depends on the education. India is aiming for development which concentrates more on education. Education starts from school. The teachers in the schools are playing the key role in moulding the young generation. School teachers are the role models for children. Only committed and competent teachers will help the country to achieve its educational goals. HRD is the process of increasing knowledge will and capacities of all the people in a given society. HRD Climate would enable the teachers to enhance their productivity for better organisational performance and to create better citizens of India. The Organisational Effectiveness reflects how well the organisation is equipped to survive in modern world by successfully coping and grow and developed in future through creative adaptation strategies. The present study aims to measure the perception of school teachers on HRD Climate and Organisational Effectiveness in Coimbatore city. 233 Teachers working in corporation and private matriculation higher secondary schools were the target respondents. A standard questionnaire was administered to collect the primary data. Mean, Standard Deviation and Anova were used for analysis. The findings showed that there is no significant difference in the perception of corporation and private school teachers on HRD Climate and organizational effectiveness with varying educational background, different years of experience and various income levels.

Keywords: Human resource development, climate, OCTAPAC culture, HRD mechanism, organisational effectiveness

Introduction

Development of any Nation depends on Education. Education has become a must remedy for every country to help its existence and development economically. India is one among them, which concentrates more on extending education. Parents are the first teachers to the children. Next to parents, the teacher is the one who plays a major role in transferring the knowledge, ethical behaviour and skill to children. School is the place where the children are supposed to spend more time next to home. School teachers are the role models for children. Only committed and competent teachers will help the country to achieve its educational goals. In order to allow the teachers to perform their task effectively, the climate prevailing in the organisation needs to be conducive for his/her development. The main aim of HRD is to bring out the best in their human resources. Good HRD Climate would enable the teachers to enhance their productivity for better organisational performance and to create better citizens of India.

Human Resource Development

The term HRD was first coined by Leonard Nadler who defined it as a series of organised activities which are conducted within a specified time and designed to produce behavioural change. HRD provides opportunities for an individual worker to improve current and future job performance, while simultaneously best utilizing human capital in order to improve the efficiency of the organisation itself. Ideally, well-developed and well-implemented HRD systems are integral to the company's strategic plan and benefit both the employee and the company. In essence, HRD is a potential tool for individual, group and organisational change and transformation.

Correspondence
Dr. K. Sunitha
Assistant Professor,
Department of Management,
College of Business and
Economics, Ambo University,
Ambo, Ethiopia

It therefore needs a conducive environment or climate for it to thrive and achieve intended goal. HRD is the process of increasing knowledge will and capacities of all the people in a given society.

HRD Climate

HRD Climate is the perception that the employee can have on the development environment of an organisation (Rao and Abraham 1986) ^[2, 8].

Elements of HRD Climate

The elements of HRD Climate can be grouped into three broad categories – General Climate, OCTAPAC Culture and HRD Mechanisms. The general climate items deal with the importance given to human resources development in general by the top management and line managers. The OCTAPAC items deal with the extent to which Openness, Confrontation, Trust, Autonomy, Proactivity, Authenticity and Collaboration are valued and promoted in the organisation. Openness refers to disclosure of one's feelings. Confrontation is bringing out problems and issues into the open with a view to solving them rather than hiding them for fear of hurting or getting hurt. Trust is taking people at their face value and believing what they say. Autonomy is giving freedom to let people work independently with responsibility. Pro-activity is encouraging employees to take an initiative and risks. Authenticity is the tendency on the part of people to do what they say. Collaboration is to accept interdependencies, to be helpful to each other and work as teams. The items dealing with HRD Mechanisms measure the extent to which HRD Mechanisms are implemented seriously.

Organisational Effectiveness

Organisational Effectiveness is a concept that describes how effective an organisation is in achieving the outcome it intends to produce. According to Cameron and Whetton (1983) ^[1], Organisational Effectiveness has been defined as the extent to which an organisation accomplishes its goals and mission. The Organisational Effectiveness reflects how well the organisation is equipped to survive in modern world by successfully coping and grow and developed in future through creative adaptation strategies. It is the extent to which an organisation achieves its goals with the given resources and means. The organisation is said to be effective if it is able to achieve its goals. The goals must be achieved within the constraints of limited resources as none of the resources provided by an organisation's environment are really unlimited. Organisational Effectiveness is the measure of how successfully organisations achieve their missions through their core strategies.

Statement of the Problem

Studies pertaining to HRD Climate at schools in Coimbatore city were very few. Not enough attention paid to study the Organisational Effectiveness at schools in Coimbatore city. The present study aims to measure the perception of school teachers on HRD Climate and Organisational Effectiveness in Coimbatore city.

Scope of the Study

The outcome of the research will enable the government, policy makers, teachers, administrators, researchers and educationists to understand the existing working culture of

teachers at schools and to introduce innovations in this field so that the objectives of education are achieved.

Research Gap

The detailed review of literature reveals that most of the empirical studies were done to study the HRD climate at various organisations and not much attention is paid to study the perception of school teachers on HRD Climate and Organisational Effectiveness and the present study aims to bridge few gaps found in the literature.

Objectives of the Study

1. To study the perception of school teachers on HRD Climate.
2. To study the perception of school teachers on Organisational Effectiveness.
3. To test for differences in the perception of school teachers across corporation and private higher secondary schools.

Limitations of the Study

Some of the respondents were reluctant to answer the questionnaire, there is a chance of personal bias and the sample size was restricted to 233 teachers.

Review of Literature on HRD Climate

Rao and Abraham (1986) ^[2, 8] conducted the first survey of HRD Climate in Indian organisations among 41 organisations using HRD Climate questionnaire developed by Center for HRD, Xavier Labour Relations Institute (XLRI India). The study found that the general HRD Climate in the organisations appears to be at an average level and there was a general indifference on the part of the employees regarding their own development.

Abraham (1989) ^[11] in a survey of HRD practices in 68 Indian organisations reported that it is the HRD climate which was responsible for company performance rather than the HRD profile.

Saraswathi (2010) ^[12] tried to identify the HRD Climate prevailing in the manufacturing and software organisations in India. It was found that the general climate in software organisations is better than the manufacturing organisations. The comparative analysis indicated that the HRD Climate for software was better than manufacturing organisations.

Dubey and Sharma (2012) ^[4, 13, 14] conducted a HRD Climate survey in private engineering colleges of Odisha. HRD Climate questionnaire developed by Prof. T.V. Rao was used for data collection. The overall HRD Climate prevailing in private engineering colleges of Odisha was found to be average.

Priyanka Sharma and Yadav (2012) ^[4, 13, 14] aimed at identifying the challenges of HRD Climate and performance appraisal with special reference to teacher educators in twin cities of Uttar Pradesh. The researchers found that the difference in demographic characteristics have a significant impact on the HRD Climate and performance appraisal.

Dubey Pushkar and Surenthiran (2013) ^[3] examined the teachers' perception on HRD Climate in private schools in Western Odisha, India. The findings revealed that there existed ample of gaps between the management and private school teachers in context to developmental activities.

Deepa Katiya (2013) ^[5] aimed at assessing the extent of developmental climate prevailing in schools of Indore and

found that the existing HRD Climate in the education sector in the schools of Indore is not satisfactory.

Review of Literature on Organisational Effectiveness

Kim Cameron (1986) ^[6] aimed to measure the effectiveness in 29 colleges and universities in Northeast United States and found that the most important factors associated with both static and dynamic assessments of effectiveness are environmental factors and management strategies.

Dileep Kumar (2009) ^[15] focused on investigating the relationships as well as the contribution of Emotional Intelligence on Organisational Effectiveness in the Indian context. The study has shown positive correlation between learning organisation and Organisational Effectiveness.

Shikha Kapoor (2011) ^[16] conducted a study on the relationship of work related stress on Organisational Effectiveness. The findings showed that role efficacy has positive relation with Organisational Effectiveness.

Jude Obasanmi and Pius Olu Obasanmi (2012) ^[7] analysed the Teachers' perceptions of the Organisational Effectiveness of private secondary schools in the Niger delta region of Nigeria and found that a balance of school effectiveness characteristics and indicators are required to render an overall quality programme for the benefit of the students.

Research Methodology

Both primary and secondary data were used. Primary data were collected from respondents with a well-structured

questionnaire. Secondary data were collected from the Tamil Nadu government's official websites, its publications, research publications and books relevant to the study. The higher secondary school teachers were identified to be the primary respondents. There are 16 corporation higher secondary and 89 private matriculation higher secondary schools are functioning in Coimbatore city. There are 2561 teachers working in 105 schools (16 corporation and 89 private). 27 schools (6 corporation and 21 private) with 669 teachers (149 corporation and 520 private) were filtered for the purpose of the study. Stratified proportionate random sampling method was adopted. 250 questionnaires were administered and 233 responses were taken for the study.

Measuring Instrument and Statistical Tools used: The HRD Climate survey developed by Rao and Abraham and the Organisational Effectiveness questionnaire developed by Balfour. D, and Wechsler. B, (1996), Conger (2000) were used in the study. The demographic portion of the instrument was developed by the researcher. A pilot study was done among 50 respondents to test the reliability and validity of the questionnaire. Mean, Standard Deviation and Anova were used for analysis.

Analysis and Interpretation

Distribution of Demographic Variables of School Teachers

Demographic variables		Corporation school teachers	Private school teachers	Frequency	Percentage (%)
Marital status	Married	36	171	316	90.5
	Unmarried	-	26	33	9.5
Age	Below 30	2	39	41	17
	31-40	1	87	88	38
	41-50	31	50	81	35
	Above 50	2	21	23	10
Gender	Male	-	15	15	6
	Female	36	182	218	94
Years of Experience	Below 5 years	1	54	55	24
	5-10 years	1	74	75	32
	10-15years	5	20	25	11
	15-20years	16	34	50	21
	20-25years	13	4	17	7
	Above 25 years	-	11	11	5
Income Level (Rs.)	Below 5000	-	13	13	6
	5000-10000	-	99	99	42
	10000-15000	-	64	64	27
	15000-20000	-	13	13	6
	20000&above	36	8	44	19
Educational Qualification	UG	1	37	38	16
	PG	2	29	31	13
	UG, B.Ed	1	38	39	17
	PG, M.Phil	-	6	6	3
	PG,M.Phil, MEd	-	1	1	0.4
	PG BEd MPhil	32	82	114	49
	UG DTM	-	2	2	1
	Others	-	2	2	1

Perception of corporation and private higher secondary school teachers on Human Resource Development Climate and Organisational Effectiveness

Variables	Mean		Standard Deviation	
	Corporation Hr. Sec. Schools	Private Hr. Sec. Schools	Corporation Hr. Sec. Schools	Private Hr. Sec. Schools
General Climate	4.3523	4.2613	.29901	.60383
Openness	4.2361	3.9949	.46654	.81752
Collaboration	4.2593	4.3299	.60742	.72296
Trust	4.3796	4.1218	.64809	.82192
Authenticity	4.3796	4.4146	.58093	.61367
Proactivity	4.4444	4.3401	.65222	.89275
Autonomy	4.1944	4.1574	.74907	.94254
Confrontation	4.2778	4.2183	.61464	.78771
HRD Mechanism	4.2671	4.1890	.46681	.67743
HRD Climate	4.3101	4.2253	.26693	.61653
Organisational Effectiveness	4.1846	4.4806	.31445	.47495

The above table shows that the mean score for the perception of corporation school teachers towards HRD Climate and Organizational Effectiveness were 4.3101 and 4.1846, hence it was interpreted that most of the teachers were working in a good climate and the corporation schools were functioning effectively. The mean score for the perception of private school teachers towards HRD Climate and Organizational Effectiveness were 4.2253 and 4.4806, hence it was interpreted that most of the teachers were working in a good climate and the private schools were functioning effectively.

Test of Significant Difference in the Perception of Teachers

Gender: No male teachers responded for the study in corporation schools, hence corporation schools were not included in the analysis.

Income Level: Since the income of all the respondents belonging to corporation schools remain same, corporation schools were not included in the analysis.

Ho1: No significant difference exists in the perception of male and female private school teachers on HRD climate and Organisational Effectiveness

Ho2: No significant difference exists in the perception of corporation school teachers with varying education background on HRD Climate and Organisational Effectiveness.

Ho3: No significant difference exists in the perception of private school teachers with varying education background on HRD Climate and Organisational Effectiveness.

Ho4: No significant difference exists in the perception of corporation school teachers with varied years of experience on HRD Climate and Organisational Effectiveness.

Ho5: No significant difference exists in the perception of private school teachers with varied years of experience on HRD Climate and Organisational Effectiveness.

Ho6: No significant difference exists in the perception of private school teachers with varied income levels on HRD Climate and Organisational Effectiveness.

Test of significant difference in the perception of teachers across gender, educational qualification, years of experience and income level

	Gender - private school		Educational Qualification				Years of Experience				Income Level - Private	
	F	Sig	Private		Corporation		Private		Corporation		F	Sig
			F	Sig	F	Sig	F	Sig	F	Sig		
General climate	4.466	0.036	0.42	0.889	3.402	0.029	2.739	0.03	0.998	0.423	2.739	0.03
Openness	1.267	0.262	0.278	0.962	0.994	0.408	0.627	0.644	0.302	0.874	0.627	0.644
Collaboration	3.424	0.066	0.263	0.967	1.443	0.249	3.744	0.006	1.924	0.131	3.744	0.006
Trust	0.143	0.705	1.242	0.282	5.672	0.003	1.959	0.102	0.594	0.67	1.959	0.102
Authenticity	1.6	0.207	0.605	0.751	1.348	0.276	3.142	0.016	1.041	0.402	3.142	0.016
Proactivity	0.325	0.569	0.422	0.888	1.097	0.364	1.525	0.197	3.379	0.021	1.525	0.197
Autonomy	0.451	0.503	0.855	0.543	1.39	0.264	0.931	0.447	0.392	0.812	0.931	0.447
Confrontation	0.009	0.926	0.219	0.981	1.117	0.357	1.598	0.177	0.829	0.517	1.598	0.177
HRD mechanism	0.13	0.719	0.365	0.922	1.401	0.261	1.617	0.171	8.276	0	1.617	0.171
Climate=gen,oct,hrd	0.825	0.365	0.089	0.999	2.667	0.064	2.272	0.063	0.906	0.473	2.272	0.063
Group performance	1.768	0.185	0.374	0.917	1.064	0.378	0.681	0.606	1.479	0.233	0.681	0.606
Organisational Commitment	0.168	0.683	0.661	0.705	2.396	0.086	3.09	0.017	2.072	0.108	3.09	0.017
Collective Identity	1.516	0.22	0.83	0.564	3.63	0.023	1.077	0.369	0.724	0.582	1.077	0.369
Organizational effectiveness	1.359	0.245	0.619	0.74	4.529	0.009	1.174	0.324	1.389	0.261	1.174	0.324

It is clear from the above table that the significant values were more than 0.05 (5% level of significance), hence the null hypotheses (Ho1) were accepted for all the parameters of HRD Climate and Organisational Effectiveness in private

schools. It was inferred that gender differences did not change the perception of teachers on HRD Climate and Organisational Effectiveness in private schools.

The above table shows that the significant values were more than 0.05 (5% level of significance), hence the null hypotheses (Ho2, Ho3, Ho4, Ho5, Ho6) were accepted for all the parameters of HRD Climate and Organisational Effectiveness in corporation and private schools. It was inferred that different educational background and different years of experience of corporation and private school teachers did not affect their perception on HRD Climate and Organisational Effectiveness. It is also observed that the various income levels of private school teachers did not affect their perception on HRD Climate and Organizational Effectiveness.

Findings of the Study

It was found that there is no significant difference in the perception of corporation and private school teachers on HRD Climate and organizational effectiveness with varying educational background, different years of experience and various income levels. It was inferred that most of the corporation and private school teachers were working in a good climate. The Organisational Effectiveness of corporation and private schools was found to be good which denotes that schools were mostly successful in achieving their objectives. It was found that the existing Human Resource Development Climate in the schools of Coimbatore city was good. It was also observed that not much was done for the teachers and most of the activities carried out in the schools were for the progress and growth of the schools and students.

Suggestions to Improve HRD Climate and Organizational Effectiveness in Schools

In order to improve job performance of the teachers, both top management and the senior teachers should give more attention to development of teachers in case of General Climate. To develop teachers' performance in corporation and private schools, training programme and yoga classes for teachers could be implemented. Decent compensation packages and clear cut career development path for teachers can be used to improve OCTAPAC Culture. HRD Mechanism component needs to be given more attention by the top management of the schools with respect to the variables such as reward and appreciation and more importantly by providing feedback with focus on learning in all types of schools. Policy decisions relating to student development in all types of schools needs teachers' participation. There is a need for regular workshops for principals to update their knowledge on effective social interaction and management styles that promote harmony and also foster improved student learning outcomes. The government should take necessary steps for periodic appraisal of teachers' performance who are working in corporation schools which is lacking at present. More importance should be given to sports activities which in turn helps to create an opportunity for students to shine in this field and to develop disciplined and healthy citizens for future India.

Scope for Future Research

The researcher found very limited empirical studies that researched the impact of Human Resource Development Climate on Organisational Effectiveness. This study is focused on few dimensions of Organisational Effectiveness

and hence is not exhaustive. Hence, there is scope for further investigation.

Conclusion

In conclusion, the objective of a school is not only to create and disseminate knowledge but also to develop human resources that will accelerate the socio-economic development of the nation. This study offers school boards and the government some insight into how teachers feel about their working climate which will help them to take necessary steps to improve the situation better.

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