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Goutam Maiti
Research Scholar (Ph.D./CU)
& Teacher Kharagpur
Priyanath Roy Vidyaniketan
(H.S), Malancha, Rakhajungle,
Kharagpur, Paschim
Medinipur, West Bengal, India

Inter-relationship of various dimensions of organizational climate of primary teacher education institutions in West Bengal

Goutam Maiti

Abstract

Organizational climate had positive effect on teachers and it was important for the smooth running of an institution. For this purpose, random sampling technique was adopted and 200 (150 non-govt. and 50 govt.) Primary teacher educators were selected for the study. Standardized tool School Organizational Climate Descriptive Questionnaire by Sharma (1973) was used to collect data and its applicability in the Primary teacher education institutions in West Bengal was tested by Kolmogorov Smirnov Two Sample Test. The data were analyzed by r and t-test. The present study found statistically (i) there was significant relation between disengagement with alienation, esprit, psycho-physical hindrance, control, production emphasis, humanized thrust and total of its dimensions. (ii) A significant relation between alienation with leader behaviour characteristics and total of its dimensions was also found. (iii) There was significant relation between esprit with intimacy, leader behavior characteristics and total of its dimensions. (iv) A significant relation between intimacy with control, production emphasis, humanized thrust and total of its dimensions was also found. (v) There was significant relation between psycho-physical hindrance with control, production emphasis, humanized thrust and total of its dimensions. (vi) A significant relation between control with production emphasis, humanized thrust and total of its dimensions was also found. (vii) There was significant relation between production emphasis with humanized thrust and total of its dimensions. (viii) A significant relation between humanized thrust and total of its dimensions was also found.

Keywords: Dimensions of organizational climate, teacher educator, primary teacher education institution

Introduction

The destiny of India is being shaped in classrooms, in which the teachers play a significant role as per the Indian Education Commission Report on educational policy of a nation. In the educational institutions, the principal, the leader plays an important role. Leadership is a feature of character. Leader communicates their vision to those around them in ways that emotionally enroll others to turn this vision into reality. This interaction between the principal and the teachers has been described as a “sweeping back and forth of energy”. As the teacher education institution is a web of interactions among people who live, work together in a particular way, this interactive environment of the institution leads to an organizational climate. Sharma (1973) ^[10], the Indian pioneer says, “organizational climate may be explained in term of interaction that takes place between organizational ingredients as they fulfil their prescribed roles while satisfying their individual needs. Interaction is a process where, upon contact, men influence each other behaviour”. Wolpin, Burke and Green (1999) ^[13] define organizational climate as ‘the shared perception of the way things are around here.’

Caceres *et al.* (2016) ^[2] stated the schools that have a good organizational climate get higher educational results than those that have a poor organizational climate. Chegini, M.G. (2012) ^[3] found that there is a significant relationship between the organizational climate and entrepreneurial spirit. Surapuramath, K.A. (2012) ^[12] found that there is positive and significant relationship between organizational climate and its dimensions with total. Several dimensions of school climate (student-teacher relationship, student supports, safety, academic press and school morale) determine the relationship between school size and its student outcomes.

Correspondence
Goutam Maiti
Research Scholar (Ph.D./CU)
& Teacher Kharagpur
Priyanath Roy Vidyaniketan
(H.S), Malancha, Rakhajungle,
Kharagpur, Paschim
Medinipur, West Bengal, India

There is a relationship between employee’s perceptions of the formal and informal policies, practices and procedures of the organizational climate and overall organizational climate (Schneider, 2008) [9]. The construction of climate has significant role in work motivation (Denisson, 2006) [4]. Sharma (1973) [10] asserted ‘leadership behaviour’ as one of the most important predictor of organizational climate. From the review it has been found that though there is numerous researche works on school organizational climate but it is a fact that little or no research has been done on inter-relationship study of various dimensions of organizational climate of Primary teacher education institutions in their faculties in West Bengal. So the study is needful and important.

Definition of the Dimensions of Organizational Climate

It has eight dimensions. But of these eight, four dimensions are related to group behaviour characteristics (disengagement, alienation, esprit and intimacy) and other four are related to leader behaviour characteristics (psycho-physical hindrance, control, production emphasis and humanized thrust). Definitions of these dimensions are given below:

A. Group Behaviour Characteristics

1. Disengagement means lack of commitment to the institutions in their teacher educators.
2. Alienation means emotional distance within a group between group and its leader/Principal.
3. Esprit refers to teacher educators’ morale. They do work on their initiative.
4. Intimacy refers to the teacher educators’ enjoyment of friendly social relations with each other.

B. Leader Behaviour Characteristics

1. Psycho-Physical Hindrance means extra or other duties, other than teaching or instructional activities which they consider as unnecessary.
2. Controls refer to the degree to which the Principal’s behaviour can be characterized as bureaucratic and impersonal in nature.
3. Production emphasis means the Principal puts constant pressure on faculties to work hard in the class and to take extra classes for special student teachers.

4. Humanized thrust portrays the behavior of the Principal in positive terms which can be characterized as being useful in both moving the institutions and motivating the teacher educators by living example, creating lively environment and considering their socio-psychological needs.

Objective

To study the relationship between organizational climate of primary teacher education institutions and its dimensions i.e. disengagement, alienation, esprit, intimacy, psycho-physical hindrance, control, production emphasis and humanized thrust.

Hypothesis

There is no significant relationship between organizational climate of primary teacher education institutions and its dimensions i.e. disengagement, alienation, esprit, intimacy, psycho-physical hindrance, control, production emphasis and humanized thrust.

Sample

National Council for Teacher Education recognized and West Bengal Board of Primary Education affiliated Primary teacher education institutions and there 200 (150 non-govt. and 50 govt.) teacher educators were selected randomly and considered for the study.

Tool

The Standardized tool School Organizational Climate Descriptive Questionnaire by Sharma (1973) [10] was used to collected data and its applicability in the Primary teacher education institutions in West Bengal was tested by Kolmogorov Smirnov Two Sample Test. It was found that the sample of the study does not differ from sharma’s sample in proportion distribution of climate is tenable.

Statistical Analysis

The relationship score of organizational climate and its dimensions Pearson’s Correlation Coefficient (r) were computed and tested for statistically significant when the t-value ($t_r = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$) equals or exceeds the t critical value in the t distribution table.

Analysis and Interpretation

Table 1: Correlation Coefficient between Organizational Climate and its Dimensions i.e. Disengagement, Alienation, Esprit, Intimacy, Psycho-Physical hindrance, Control, Production Emphasis and Humanized Thrust

Dimensions	Disengagement	Alienation	Esprit	Intimacy	Psycho-Physical Hindrance	Control	Production emphasis	Humanized Thrust	Total
Disengagement									
Alienation	r	0.31							
	t	4.58**							
Esprit	r	-0.369	r	0.01					
	t	-5.58**	t	0.14					
Intimacy	r	0.007	r	-0.07	r	0.436			
	t	0.098	t	-0.99	t	6.82**			
Psycho-Physical Hindrance	r	0.56	r	0.23	r	-0.185	r	-0.008	
	t	9.51**	t	3.32**	t	2.65**	t	-0.11	
Control	r	0.188	r	0.458	r	0.338	r	0.14	r
	t	2.69**	t	7.26**	t	5.05**	t	1.99*	t
Production emphasis	r	0.159	r	0.416	r	0.358	r	0.33	r
							r	0.55	

	t	2.26*	t	6.44**	t	5.39**	t	4.92**	t	3.26**	t	9.27**					
Humanized Thrust	r	-0.21	r	0.158	r	0.488	r	0.367	r	-0.217	r	0.317	r	0.33			
	t	-3.02**	t	2.25*	t	7.87**	t	5.55**	t	-3.13**	t	4.70**	t	4.92**			
Total	r	0.328	r	0.467	r	0.54	r	0.559	r	0.357	r	0.696	r	0.73	r	0.62	
	t	4.88**	t	7.43**	t	9.03**	t	9.49**	t	5.38**	t	13.64**	t	15.03**	t	11.12**	

Significance at 0.05 levels;

** Significance at 0.01 levels

The above table shows that-

1. There is significant positive correlation observed between disengagement with alienation ($t_{obs}=4.58 > t_{0.01}$, $198=2.60$), psycho-physical hindrance ($t_{obs}=9.51 > t_{0.01}$, $198=2.60$), control ($t_{obs}=2.69 > t_{0.01}$, $198=2.60$), production emphasis ($t_{obs}=2.26 > t_{0.05}$, $198=1.97$), and total of its dimensions ($t_{obs}=4.88 > t_{0.01}$, $198=2.60$). On the other hand, there is a significant negative correlation observed between disengagement with esprit ($t_{obs}=-5.58 > t_{0.01}$, $198=2.60$) and humanized thrust ($t_{obs}=-3.02 > t_{0.01}$, $198=2.60$) but except intimacy ($t_{obs}=0.098 < t_{0.05}$, $198=1.97$).
2. There is significant positive correlation observed between alienation with psycho-physical hindrance ($t_{obs}=3.32 > t_{0.01}$, $198=2.60$), control ($t_{obs}=7.25 > t_{0.01}$, $198=2.60$), production emphasis ($t_{obs}=6.44 > t_{0.01}$, $198=2.60$), humanized thrust ($t_{obs}=2.25 > t_{0.05}$, $198=1.97$) and total of its dimensions ($t_{obs}=7.43 > t_{0.01}$, $198=2.60$); but except esprit ($t_{obs}=0.14 < t_{0.05}$, $198=1.97$) and intimacy ($t_{obs}=-0.99 < t_{0.05}$, $198=1.97$).
3. There is significant positive correlation observed between esprit with intimacy ($t_{obs}=6.82 > t_{0.01}$, $198=2.60$), control ($t_{obs}=5.05 > t_{0.01}$, $198=2.60$), production emphasis ($t_{obs}=5.39 > t_{0.01}$, $198=2.60$), humanized thrust ($t_{obs}=7.87 > t_{0.01}$, $198=2.60$) and total of its dimensions ($t_{obs}=9.03 > t_{0.01}$, $198=2.60$). On the other hand, there is a significant negative correlation observed between esprit with psycho-physical hindrance ($t_{obs}=-2.65 > t_{0.01}$, $198=2.60$).
4. There is significant positive correlation observed between intimacy with control ($t_{obs}=1.99 > t_{0.05}$, $198=1.97$), production emphasis ($t_{obs}=4.92 > t_{0.01}$, $198=2.60$), humanized thrust ($t_{obs}=5.55 > t_{0.01}$, $198=2.60$) and total of its dimensions ($t_{obs}=9.49 > t_{0.01}$, $198=2.60$) but except psycho-physical hindrance ($t_{obs}=-0.11 < t_{0.05}$, $198=1.97$).
5. There is significant positive correlation observed between psycho-physical hindrance with control ($t_{obs}=3.90 > t_{0.01}$, $198=2.60$), production emphasis ($t_{obs}=3.26 > t_{0.01}$, $198=2.60$) and total of its dimensions ($t_{obs}=5.38 > t_{0.01}$, $198=2.60$). On the other hand, there is significant negative correlation observed between psycho-physical hindrance with humanized thrust ($t_{obs}=-3.13 > t_{0.01}$, $198=2.60$).
6. There is significant positive correlation observed between control with production emphasis ($t_{obs}=9.27 > t_{0.01}$, $198=2.60$), humanized thrust ($t_{obs}=4.70 > t_{0.01}$, $198=2.60$) and total of its dimensions ($t_{obs}=13.64 > t_{0.01}$, $198=2.60$).
7. There is significant positive correlation observed between production emphasis with humanized thrust ($t_{obs}=4.92 > t_{0.01}$, $198=2.60$) and total of its dimensions ($t_{obs}=15.03 > t_{0.01}$, $198=2.60$).
8. There is significant positive correlation observed between humanized thrust and total of its dimensions ($t_{obs}=11.12 > t_{0.01}$, $198=2.60$).

Conclusion

The present study found statistically there are some positive and negative significant relations with its various dimensions of organizational climate with few exceptions (disengagement with intimacy, alienation with esprit and intimacy, intimacy with psycho-physical hindrance) and there is significant positive relation with its totality in the Primary teacher education institutions in West Bengal. This study will help to create a conducive environment for better teaching-learning. It will be also help to find out the factors responsible for deteriorate the group behavior and leader behavior characteristics of the climate and requisite steps may be taken to improve the determinants of positive organizational climate.

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