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Abstract  
The present study was conducted to study the relationship between organizational climate and teacher effectiveness of secondary school teachers. A sample of 100 teachers (50 males: 25 government school teachers & 25 private school teachers; 50 females: 25 government school teachers & 25 private school teachers) teaching in government and private secondary schools of Darbhanga district of Bihar were randomly selected. School Organizational Climate Description Questionnaire (SOCDQ) by Dr. Motilal Sharma (1978) and Teacher Effectiveness Scale (TES) by Pramod Kumar & D. N. Mutha (1985) were used to collect the data. The data were analyzed using descriptive analyses (Mean, Standard Deviations), correlational analyses (Coefficient of Correlation 'r') and differential analyses ('t' - test). The results of the study revealed that (i) there is significant positive relationship between organizational climate and teacher effectiveness of secondary school teachers (ii) there is no significant difference between male and female secondary school teachers in respect of organizational climate. (iii) there is significant difference between male and female secondary school teachers in respect of teacher effectiveness. (iv) there is significant difference between government and private secondary school teachers in respect of organizational climate. (v) there is significant difference between government and private secondary school teachers in respect of teacher effectiveness. This study may address the gap in the literature and provides some input which may help the administrators to create a better and positive organizational climate to enhance the teacher effectiveness and their efficiency to accomplish the goals of institution.  

Key Words :  Teacher Effectiveness, Organizational Climate, Attitude, Sex, Attitude

INTRODUCTION  
“A student spends 25,000 hours in the campus. The school must have the best of teachers who have the ability to teach, love teaching and build moral qualities” (A.P.J. Abdul Kalam). Climate is the sum total of the mediating variables that intervene between the climate of an organization and the style of the leaders. It is associated with attitudinal and
affective dimensions and the belief systems of the organization that affect learners’ cognitive, social, and psychological development. The academic climate and its outcomes largely depend upon the perception and attitudes of its members as it helps in exploring their abilities, competencies and knowledge. An institution with improved climate develops a sense of belongings among their members in general and faculties in particular. Better organizational climate motivates employees to achieve an organization’s goals. The way climate is designed and created, it affects processes and decisions, behaviour and motivation accordingly. If the psycho-social environment of the organization is inspiring and conducive then it exerts positive influence upon its participating members. In 21st century, if the organization is to succeed and be a trend setter then it must be knowledge oriented and values added where learners are provided a space and teachers need to be appropriate role models. Thus the task of an effective administrator is to create a type of organizational climate that encourages employees to work hard, develop supportive attitudes, cooperate with each other and work together effectively. By way of its unique interactions with individual characteristics and personalities, a particular organisational climate could be stimulating to the teacher effectiveness.

Teacher effectiveness is an amalgamation of cognitive and non-cognitive attributes related to the academic outcomes of students and the objectives of education. The effectiveness of this process largely depends on the efficiency and competency with which it has been organized to intellectually stimulate and optimally develop the skills and attitudes for the academic excellence of the students. In an organization with a high extent of humanistic relationship, collegiality, and participation, the teaching effectiveness is high. According to American Commission on Teacher Education (1974), “The quality of a nation depends upon the quality of its citizens and the quality of its citizens depends upon the quality of their teachers.” It is therefore necessary to provide multifarious, multidisciplinary and multidimensional support to the teachers in order to ensure effectiveness of teaching. It is said that good performance of students depends upon effective teaching of their teachers. As Fredriksson (2004) observes, teachers are responsible in lifting up the school effectiveness because they have actual power to make a difference in students’ development during teaching and learning process. Therefore it can be said that, any organization where there is a conducive environment and which is free from stress and other hierarchical problems produces healthy competition among teachers, which ultimately increases teacher effectiveness. The high degrees of association between the organizational climate and teacher effectiveness and their increased importance in the current global scenario have attracted the attention of the present researcher to conduct this study.

### Conceptual Framework

**Organizational Climate: Concept and Definitions**

Organizational climate is the working condition to achieve the set objectives of the organization. It refers to psycho-social environment that influences its participating members and assists them & enables them to adapt to changes. In the school situation, it is the index of the prevailing teaching-learning situation. The dictionary of education (Good, 1959) defines organizational climate as the pattern of social interaction that characterizes an
organization. “By organizational climate is meant a general flow of behaviour and feelings within a group” (Halpin and Croft 1963). Thus, organizational climate is a relatively enduring quality of the internal environment that is experienced by its members, influences their behaviour and can be described in terms of the value of a particular set of characteristics of the organisation. Operationally organizational climate is defined as the perception based on the attitude and effectiveness of its members that influences their behaviour.

Teacher Effectiveness: Concept and Definitions
Teacher effectiveness refers to the attribute and competencies of a teacher to realize socially valued objectives develop pleasant social / psychological climate in the classroom enabling students to learn and have a positive impact on their behaviour and attitudes. A teacher is effective if he/she promotes the physical, emotional and economic well-being of students and inculcates skills and attitudes to become good citizens that encourage lifelong learning. Good, C.V. (1959) defined teacher effectiveness as the ability and interaction between the physical, intellectual, and psychological interests of the students, content efficiency of the teachers and the social needs. Operationally teacher effectiveness is defined as the attributes of teachers that determine their effectiveness.

2. REVIEW OF RELATED LITERATURE

- Aruna (2016) conducted a study on organizational climate in relation to teacher effectiveness and organizational climate among secondary school student. She noted that (i) there is a significant positive correlation between organizational climate and teacher effectiveness (ii) there does not exist any significant difference between teacher effectiveness of government and private secondary school teachers (iii) that there exists a significant difference between organizational climate of government secondary school teachers and private secondary school teachers.

- Ranju (2017) studied teacher effectiveness of secondary school teachers in relation to their emotional intelligence. The study revealed that (i) female secondary school teachers have higher level of teacher effectiveness than their male counterparts. (ii) Govt. secondary school teachers is more effective than Private secondary school teachers.

- Reddy and Rao (2018) investigated emotional intelligence and teacher effectiveness of secondary school teachers. They observed that there is significant difference in teacher effectiveness among male and female secondary school teachers with females taking the lead. However, when the comparison is done between government and private secondary school teachers on the variable teacher effectiveness the result goes in favour of the former.

- Anjali and Sambit (2014) in a study reported that there was no significant difference in the teacher effectiveness of secondary school teachers with respect to gender.

- Mohanta (2017) in a study titled, “Study of Teacher Effectiveness of Secondary School Teachers in Relation to Gender, Location and Academic Stream” observed that the male and female school teachers do not differ significantly in their teacher effectiveness.
Pachaiyappan and Ushalaya (2014) conducted a study to evaluate the teacher effectiveness of secondary and higher secondary school teachers. The finding of the study suggests that the male and female school teachers do not differ significantly in their teacher effectiveness. Harvinder (2018) in a study reported that (i) no significant relationship has been found between Teacher Effectiveness and Organizational Climate (ii) male and female senior secondary school teachers have not been found to differ in their teaching effectiveness (iii) government and private senior secondary school teachers do not differ significantly in terms of their teacher effectiveness and organizational climate.

Priyanka (2016) studied teacher effectiveness among secondary school teachers from government and private schools. She observed that teacher effectiveness of government and private secondary school differs significantly. Teacher effectiveness of private secondary school teachers are more than government secondary school teachers.

Panneerselvam and Muthamizhselvan (2015) studied teaching competence and organizational climate of secondary school teachers. They noted significant relationship between teaching competence and organisational climate among secondary school teachers.

Nurharani, et al. (2013) conducted a study to see the impact of organizational climate on teachers’ job performance in secondary school. The study showed that organizational climate significantly affects teachers’ job performance.

Pranab (2016) in their study found that there is no significant difference among the secondary school teachers regarding their level of teaching effectiveness on the basis of gender, stream, training status and qualification, but it is found that there is significant difference among the secondary school teachers regarding their level of teaching effectiveness on the basis of school location.

Manju (2017) examined the teaching effectiveness of secondary school teachers. The study found that (i) there is significant difference between male and female secondary school teachers favouring female teachers who outperformed their male counterparts (ii) there is no significant difference between secondary school teachers belonging to government, private aided and private unaided secondary school teachers with respect to their teaching effectiveness.

Ajay and Mandakini (2013) investigated the impact of organizational climate on teacher effectiveness. Results of the study reveal that there is a significant difference between the Teacher Effectiveness of Elementary School Teachers in relation to their Organizational Climate with government school teachers having an edge over their private school counterparts.

Sarla and Poornima (2015) investigated the effect of gender, type of school and teaching experience on teacher effectiveness. They noted that male and female senior secondary school teachers do not differ on teacher effectiveness scale. However, private school teachers are more effective than government school teachers. Jagat and Archana (2018) attempted to study the school organizational climates of government

Alam MM:: Study of organizational climate in relation to teacher effectiveness of secondary school teachers
and private secondary schools of Barpeta District of Assam. They noted that there is a significance difference between the organizational climates of government and private secondary schools with private schools having an edge over the government schools of Barpeta District.

Gurmanjit and Supreet (2013) conducted a study to examine the effects of spiritual intelligence and organizational climate on life satisfaction of secondary school teachers. In the study they observed (i) that there exists significant difference in organizational climate of male and female secondary school teachers favouring the females (ii) that there exists significant difference in organizational climate of government and private secondary school teachers favouring the government school teachers.

3. OBJECTIVES
[2] To compare the organizational climate and teacher effectiveness of secondary school teachers in relation to their sex (male and female) and types of school (government and private)

4. HYPOTHESES
Based on the review of literatures and aforementioned objectives the present study formulated the following hypotheses:

H\(_1\): There is no significant relationship between organizational climate and teacher effectiveness of secondary school teachers.

H\(_2\): There is no significant difference between male and female secondary school teachers in respect of organizational climate.

H\(_3\): There is no significant difference between male and female secondary school teachers in respect of teacher effectiveness.

H\(_4\): There is no significant difference between government and private secondary school teachers in respect of organizational climate.

H\(_5\): There is no significant difference between government and private secondary school teachers in respect of teacher effectiveness.

5. DELIMITATIONS OF THE STUDY
[1] The study is delimited to 100 teachers teaching in secondary schools of Darbhanga district of Bihar.
[2] The study is delimited to schools affiliated to Bihar Board and C.B.S.E. only.
[3] The study is delimited to certain independent variables viz., Sex (male and female) and type of schools (government and private) and organizational climate only.
[4] The study is delimited to teacher effectiveness as dependent variable.
[5] The study is delimited to the following tools to gather the data:
- School Organizational Climate Description Questionnaire (SOCDQ) by Dr. Motilal Sharma (1978)
- Teacher Effectiveness Scale (TES) by Pramod Kumar and D. N. Mutha (1985)

6. METHODOLOGY
This study utilized survey techniques due to its descriptive nature. This section is comprised of sample, research tools and procedure of the data collection.

6.1 Sample
The present study was conducted on a randomly selected sample of 100 teachers (50 males: 25 government school teachers & 25 private school teachers; 50 females: 25 government school teachers & 25 private school teachers) teaching in government and private secondary schools of Darbhanga district in state of Bihar.

6.2 Tools Used
The researcher used the following tool for collecting the data to study the research in hand.
1. School Organizational Climate Description Questionnaire (SOCDQ) constructed by Dr. Motilal Sharma (1978)
School Organizational Climate Description Questionnaire (SOCDQ) has been constructed and standardized by Dr. Motilal Sharma (1978). This tool is an Indian adaptation of “Organizational Climate Descriptive Questionnaire”--of Halpin and Croft (1963). It consists of 64 likert type items distributed across 08 separate dimensions viz. Disagreement, Alienation, Expert, Intimacy, Psycho-physical hindrance, Controls, production emphasis and Harmonized Thrust. The first four dimensions refer to the characteristics of the teachers as a group and the remaining four dimensions refer to the characteristics of the principal as a leader. Each item of this scale was rated on a four point continuum ranging from 4,3,2,1 in case of positive statements and 1,2,3,4 in case of negative statements. The total score for the entire scale varies between 64 to 256. The scale was found to have a reliability ranging from .34 to .81 and a validity of scale is 63.

2. Teacher Effectiveness Scale (TES) constructed by Pramod Kumar and D. N. Mutha (1985)
Teacher Effectiveness Scale (TES) has been constructed and standardized by Pramod Kumar and D. N. Mutha. It is 69 items self administering positively worded scale divided across six dimensions – Academic, Professional, Social, Emotional, Moral and Personality with 04, 24,11,08,10,12 items in each dimension respectively. Each item of this scale was rated on a five point continuum ranging from totally agree – 5 to totally disagree–1 (5- totally agree, 4-agree, 3- uncertain, 2- disagree, 1- totally disagree). Total score ranges from 69 to 345. Score range for the various categories of teacher effectiveness are as:

\[
\begin{align*}
\geq 303 & \quad \text{Effective} \\
273-302 & \quad \text{Average Effective} \\
\leq 272 & \quad \text{Ineffective}
\end{align*}
\]

The split-half reliability and the test-retest reliability are found to be 0.68 and 0.63 respectively. The reliability co-efficient by the Spearman Brown prophecy formula came out to be 0.94.
6.3 Procedure of Data Collection
The data was collected with the prior permission of the selected schools and concerned teachers. The administration of the tools viz. School Organizational Climate Description Questionnaire (SOCDQ) by Dr. Motilal Sharma (1978) and Teacher Effectiveness Scale (TES) by Pramod Kumar and D. N. Mutha (1985) were completed following the instructions given by the respective authors of the tools.

6.4 Analysis of the data
The data was analyzed using descriptive analyses (Mean, Standard Deviations), correlational analyses (Coefficient of Correlation ‘r’) and differential analyses (‘t’- test). The hypotheses were tested at varying levels of significance.

7. RESULTS AND DISCUSSION
7.1: Correlation between organizational climate and teacher effectiveness of secondary school teachers.
The correlation was calculated using Pearson’s Product Moment Coefficient of Correlation between organizational climate and teacher effectiveness of secondary school students. The correlation coefficient is presented in Table No. 1

H\textsubscript{1}: There is no significant relationship between organizational climate and teacher effectiveness of secondary school teachers.

Table No.1: Correlation Matrix of Organizational Climate and Teacher Effectiveness

<table>
<thead>
<tr>
<th>Variables</th>
<th>Organizational Climate</th>
<th>Teacher Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Climate</td>
<td>*</td>
<td>0.619 (.01)</td>
</tr>
<tr>
<td>Teacher Effectiveness</td>
<td>0.619 (.01)</td>
<td>*</td>
</tr>
</tbody>
</table>

Perusal of table-1 establishes that there is significantly positive relationship between teacher organizational climate and teacher effectiveness. This signifies that organizational climate and teachers’ effectiveness go hand in hand. Teachers who are happy and satisfied with organizational climate will be more effective in teaching. When an individual teacher is satisfied and trusted then they enjoy their work and are able to inspire the school community to work in accordance with the organization’s vision and mission. As a result, it positively affects the academic and administrative environment making the organization in general and teachers in particular more effective. Similar result is also reported by Aruna (2016). Thus the null hypothesis H\textsubscript{1} is rejected and it is reframed as there is significant relationship between organizational climate and teacher effectiveness of secondary school students.
7.2: Comparison between male and female secondary school teachers on the selected variables

The comparison between the samples on the selected variables was done by testing the significance of difference between their means by using t-tests. The results are presented in the following tables.

\[ H_2: \text{There is no significant difference between male and female secondary school teachers in respect of organizational climate.} \]

\[ H_3: \text{There is no significant difference between male and female secondary school teachers in respect of teacher effectiveness.} \]

**Table No.2: Comparison between Male and Female Secondary School Teachers on the selected variables**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Gender</th>
<th>t - value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male (50)</td>
<td>Female (50)</td>
</tr>
<tr>
<td></td>
<td>M1</td>
<td>σ1</td>
</tr>
<tr>
<td>Organizational climate</td>
<td>199.89</td>
<td>23.39</td>
</tr>
<tr>
<td>Teacher Effectiveness</td>
<td>272.63</td>
<td>21.46</td>
</tr>
</tbody>
</table>

Table-2 presents mean scores of male and female secondary school teachers for organizational climate and teacher effectiveness. Observation of their means and S.Ds on the measure of organizational climate depicts non significant results between them. Hence the null hypothesis H\textsubscript{2} is retained.

Means and S.Ds of male and female on the measure of teacher effectiveness are 272.63 & 21.46 and 281.39 & 21.83 respectively. When the t-test was applied to compare the mean scores of both the groups, t-value is found to be 2.02 which is significant at .05 level of significance. This significant difference favouring females may be due their supportive, encouraging & motivating nature and creating non-threatening and conducive learning environment that keeps their relationships with students intact and effective. These factors may substantially contribute to teacher effectiveness for females. This result is in consonance with the results of Ranju (2017) and Manju (2017). Thus the null hypothesis H\textsubscript{3} is rejected and it is reframed as **there is significant difference between male and female secondary school teachers in respect of teacher effectiveness.**

7.3: Comparison between government and private secondary school teachers on the selected variables
The comparison between the samples on the selected variables was done by testing the significance of difference between their means by using t-tests. The results are presented in the following tables.

**H₄:** There is no significant difference between government and private secondary school teachers in respect of organizational climate.

**H₅:** There is no significant difference between government and private secondary school teachers in respect of teacher effectiveness.

Table No.3: Comparison between Government and Private Secondary School Teachers on the selected variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Types of School</th>
<th>t - value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Government (50)</td>
<td>Private (50)</td>
</tr>
<tr>
<td></td>
<td>M₁</td>
<td>σ₁</td>
</tr>
<tr>
<td>Organizational Climate</td>
<td>191.22</td>
<td>21.02</td>
</tr>
<tr>
<td>Teacher Effectiveness</td>
<td>279.23</td>
<td>23.11</td>
</tr>
</tbody>
</table>

Table-3 presents the mean and S.Ds of government and private secondary school teachers for organizational climate and teacher effectiveness. The comparison between government and private secondary school teachers on the measure of organizational climate give private secondary school teachers an edge over their government school counterparts. This significant difference favouring private secondary school teachers may be due to the institutional climate that allows teachers to works together with “sense of community” to achieve a common goal, feel accepted, valued and create a feeling of satisfaction validating that one’s efforts are part of something important. This result is in agreement with the result reported by Jagat and Archana (2018). Thus the null hypothesis H₄ is rejected and it is reframed as there is significant difference between government and private secondary school teachers in respect of organizational climate.

Means and S.Ds of teacher effectiveness for government and private secondary school teachers are 279.23 & 23.11 and 289.39 & 21.69 respectively. The computation of t- value reveals that the t-value is significant at .05 level of significance. This result where private school teachers outperform their government school counterparts on the measure of teacher effectiveness may be attributed to sufficient necessary infrastructures and mechanism to check the working of the school system and desired academic support to implement the new ways of learning giving some space to learners and teachers. Similar result is also reported by Sarla and Poornima (2015). Thus the null hypothesis H₅ is rejected and it is reframed as...
there is significant difference between government and private secondary school teachers in respect of teacher effectiveness.

8. FINDINGS

[1] There is significant positive relationship between organizational climate and teacher effectiveness of secondary school teachers.

[2] There is no significant difference between male and female secondary school teachers in respect of organizational climate.

[3] There is significant difference between male and female secondary school teachers in respect of teacher effectiveness.

[4] There is significant difference between government and private secondary school teachers in respect of organizational climate.

[5] There is significant difference between government and private secondary school teachers in respect of teacher effectiveness.

9. CONCLUSION

Organizational climate is the overall perception determined by set of norms and standard. Each organization has its own unique climate which effects the overall development of that organization. Conducive climate along with stimulating experiences encourages its members to take initiative to realize the institutional goals whereas adverse climate hampers the developmental aspects of the school. In this paper, researcher has attempted to study the organizational climate and teacher effectiveness of the government and private secondary schools teachers of the secondary schools located in Darbhanga district. Analyses of the results reveal that organizational climate of the school is significantly related to teacher effectiveness. When the comparisons were made between male and female on the measure of organizational climate then non-significant difference are noted. However the significant difference in case of government and private secondary school teachers on this measure is observed. Significant differences were also noted in case of male & female and government and private secondary school teachers on the measure of teacher effectiveness.

10. EDUCATIONAL IMPLICATIONS

In the present study investigator noted significant positive correlation between organizational climate and teacher effectiveness. Both variables being directly correlated signify that stimulating and creative organizational climate will result into enhanced teacher effectiveness. Policy makers and administrators may use the results to give more opportunities to reform and expand the better school climates and build necessary strategies for the future.

11. REFERENCES


This is certified that the paper entitled

Study of organizational climate in relation to teacher effectiveness of secondary school teachers

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