

# Organizational Climate And Professional Effectiveness Of Higher Secondary Teachers

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## Abstract

An “effective teacher is good person who meets the community ideal for a good citizen, good parent and good employee. He or she is expected to be honest, hardworking, generous, friendly, and considerate, and to demonstrate these qualities in their classrooms by being authoritative, organized, disciplined, insightful and dedicated. However, this definition lacks clear objective standards or performance.” When employees of the organization are aware of the rites, rituals and policies of the organization, they must develop a sense of belonging and hope for better results. An individual’s perception of the organization to which he belongs to. The set of salient features and as well the factor as perceived by the workers regarding their organizations which function as main forces, influencing their mode of behavior. The objectives of the study to find the relationship between organizational climate and professional effectiveness of higher secondary teachers. Survey method was adopted to collect the data and the analysis ‘t’ test and Pearson product moment correlation was done. The finding of the study revealed that positive correlation between organizational climate and professional effectiveness of higher secondary teachers.

**Key Words:** Organizational Climate, Professional Effectiveness, Higher Secondary Teachers

## Introduction

The teachers are engaged in the human making process, which is the highest service for the humanity. Educational planners and Economists of the world have accepted the significance of investment on Education through emotionally balanced teachers whose personality and organizational climate play a significance role in executing their functions of changing the lives of their students. The world declaration on Education for all, so that the basic needs of the children may be met in an effective ways. The primary learning are defined as an essential learning tool and basic learning which include the people required for survival themselves, to live and work with dignity, to make an improve the quality in life to acknowledge the decisions, and to continue for learning but the quality of education has been suffering with some of pit falls in Education for all is very well, qualitative education for all is another story.

A teacher plays a vital role to provide leadership to the country and shape the human personality for the future. The personality and aptitude of a child is highly affected by the personality and the skill of teaching of his teacher. Meaning thereby the teacher are the national builders and the students of today are they would be national builders. Every child must be given an

opportunity to develop his skill in a judicious way. The welfare of our country, be with development of humanity, depends upon the few creative and imaginative individuals are called, ‘teachers’. It has been observed that the personality and aptitude of an individual is influenced by the atmosphere of his society or school environment. It is general opinion that there is considerable difference between the personality and teaching effectiveness of government and the private school teachers. The Private school teachers are supposed co-operative, outstanding cordial and helpful. On the other hand, most of the government school teachers are reserved, shy and obedient but the situation is found reverse too. It has also been observed that some private school teachers are found to be very jealous, tense and found unstable personality. The combinations of all these traits shape the personality and create the aptitude of an individual.

Teaching effectiveness refers to how main a teacher performs the task of teaching in a classroom. The difference between teaching effectiveness and teacher effectiveness has been brought out by Medley. He suggests that the teacher effectiveness is to be defined and assessed only in terms of behaviors of pupils and not of teachers.

The organization's climate is generally through the attitude of the elderly towards their subordinates and the consequent perceptions of

righteousness among subordinates. In turn, the organization's climate is also influenced by almost everything that happens in the organization and helps make the system based on a dynamic system. In an organization, people come from a heterogeneous background with various personal cultures, traditions, methods of thought and work. It has also been observed that an individual can influence the climate to the same extent that the group of individuals indicates a multiplier effect and the absorption of those different individual subcultures that can influence the prevailing climate. Likewise, entering employees can also change their traditions, their way of thinking and the way they work to be better and adapt to the organization. Therefore, the climate of an organization is developed and communicated through the system of organizational behavior.

### **Need and Significance of the Study**

Present study teaching effectiveness of elementary schools teachers in relations to their personality and organizational climate. At present we are facing lot of problems in teaching professions. As we see there is lack of teaching effectiveness at elementary stage. Primary education is the basic need of developing country. India is also a developing county. The Govt. of India gives the right to education to all. In this act, Govt. says that every child who is born in India will get free and compulsory education. To fulfill this goal we need to improve our educational system. We are in the need of good quality education. The good quality education can be earned only with the help of effective teaching. Educational innovations are done by the teachers, who teach the children in an effective way so as to cope, up with the national aspiration and social needs of the country. Teachers has no develop a proper personality and to become an effective and well informed teacher to perform the duties honestly and sincerely.

Teacher has 'tri-dimensional' responsibilities to perform firstly man-making process, secondary, he has duty towards the nation, society and children, thirdly, his own role perception in his professional growth. Teacher's behavior is the indicator of his Personality, which serves as a friend and a guide for every individual. Their Personality and organizational climate also helps a teacher to strengthen the ability of reasoning, the problem, solving attitude, speed, efficiency, accuracy, tolerance, balanced behavior, and better mental health. Therefore, it is essential to study the Personality and organizational climate of in-service teachers as very few studies have been done as yet in this field of Educational

research both in India and abroad. Personality occupies a place of great importance in human life because they make our life infinitely pleasurable thrilling, existing and beautiful. With the passage of time, needs for human beings are growing. Our society is a developing society. The present study is related to the professional effectiveness of higher secondary teachers in relation to organizational climate.

### **Operational Definition of Key Terms Professional Effectiveness**

An effective teacher is "a unique human being who has learnt to use his self-effective and sufficiently for carrying out his own and social purposes." (Comb-1964). He is not just a teaching machine but a sensitive human being who is conscious of his role responsibility as a teacher.

### **Organization Climate**

Organizational climate is the process of quantifying the "culture of an organization, it precedes the notion of organizational culture. It is a set of properties of the work environment, perceived directly or indirectly by the employees, that is assumed to be a major force in influencing employee behavior."

### **Higher Secondary Teachers**

Higher secondary teachers refers to those who are working in the schools of higher secondary education and took classes at XI and XII standard students.

### **Objectives of the Study**

The following objectives were framed for this study;

1. To find out the level of professional effectiveness of higher secondary teachers.
2. To find out the significant difference between men and women higher secondary teachers with respect to their organizational climate and professional effectiveness.
3. To find out the significant difference between married and unmarried higher secondary teachers with respect to their organizational climate and professional effectiveness.
4. To find out the significant difference between arts and science subject handling higher secondary teachers with respect to their organizational climate and professional effectiveness.

5. To find out the significant difference between below 10 years and 11 years and above teaching experience holding higher secondary teachers with respect to their organizational climate and professional effectiveness.
6. To find out the significant difference between rural and urban school higher secondary teachers with respect to their organizational climate and professional effectiveness.
7. To find out the significant relationship between organizational climate and professional effectiveness of higher secondary teachers.

### Hypotheses of the Study

The following hypotheses were framed for this study;

1. There is no significant difference between men and women higher secondary teachers with respect to their organizational climate and professional effectiveness.
2. There is no significant difference between married and unmarried higher secondary teachers with respect to their organizational climate and professional effectiveness.
3. There is no significant difference between arts and science subject handling higher secondary teachers with respect to their organizational climate and professional effectiveness.
4. There is no significant difference between below 10 years and 11 years and above teaching experience holding higher secondary teachers with respect to their organizational climate and professional effectiveness.
5. There is no significant difference between rural and urban school higher secondary teachers with respect to their organizational climate and professional effectiveness.
6. There is no significant relationship between organizational climate and professional effectiveness of higher secondary teachers.

### Methods of the Study

The present study does not deal with the past, nor is concerned with what will happen if certain variables are manipulated and therefore, it does not use the historical or experimental method. It mainly uses the descriptive method to study the problem of professional effectiveness of higher secondary teachers in relation to their organizational climate.

### Population and Sample

Teachers teaching in government and self-financed higher secondary schools constituted the

population of the study. A sample refers to the subgroup of a larger population under study from which inferences are drawn about the larger population. The study aims at describing the teacher performance and some psychological and professional characteristics of teachers. It, therefore, requires that data be collected from the concerned categories of all teachers who from the population of the study.

### The sampling Technique Used

The sample comprised of 200 higher secondary school teachers, 100 male and 100 female. Out of these higher secondary school teachers, 50 male & 50 female belongs to self-finance institution whereas, 50 male and 50 female higher secondary school teachers belongs to government school which are respectively from urban and rural background as depicted in the flow chart. The samples were collected from 14 higher secondary schools.

### Statistical Technique Used

In order to measure the significant difference between the groups, mean, standard deviation and 't' test was used. While in order to measure the correlation between the various variables of the study, Karl's Pearson's Product moment 'r' was calculated by using the SPSS (Statistical Package for Social Sciences) Software – 20.0 version.

### Tools Used for this Study

1. Indore Teaching Assessment Scale (ITAS) by Sunil Kumar and Jain (2018).
2. Organizational Climate Inventory by Chattopadhyay and Aggarwal (1976).

### Analysis

#### NULL HYPOTHESIS 1a

There is no significant difference between men and women higher secondary in their organizational climate.

**Table 1** Difference between Men and Women Higher Secondary Teachers in their Organizational Climate

Variables	Sub Variables	Mean	SD	t-value	Level of Significance
Organizational Climate	Men	92.80	9.81	4.12	Significance
	Women	99.02	12.56		

The above table shows that there is significant difference between men and women higher secondary teachers in their organizational climate, as the calculated ‘t’ value of 4.12 is greater than the table value of 1.96 at 5% level of significance. Hence the stated hypothesis 1a is rejected.

**NULL HYPOTHESIS 1b**

There is no significant difference between men and women higher secondary teachers in their professional effectiveness.

**Table 2** Difference between Men and Women Higher Secondary Teachers in their Professional Effectiveness

Variables	Sub Variables	Mean	SD	t-value	Level of Significance
Professional Effectiveness	Men	84.30	9.81	2.36	Significance
	Women	98.49	10.12		

The above table shows that there is significant difference between men and women higher secondary teachers in their professional effectiveness, as the calculated ‘t’ value of 2.36 is greater than the table value of 1.96 at 5% level of significance. Hence the stated hypothesis 1b is rejected.

**NULL HYPOTHESIS 2a**

There is no significant difference between married and unmarried higher secondary teachers in their organizational climate.

**Table 3** Difference between Married and Unmarried Higher Secondary Teachers in their Organizational Climate

Variables	Sub Variables	Mean	SD	t-value	Level of Significance
Organizational Climate	Married	88.69	8.28	1.62	Not Significance
	Unmarried	94.37	8.94		

The above table shows that there is no significant difference between married and unmarried higher secondary teachers in their organizational climate, as the calculated ‘t’ value of 1.62 is less than the table value of 1.96 at 5% level of significance. Hence the stated hypothesis 2a is accepted.

**NULL HYPOTHESIS 2b**

There is no significant difference between married and unmarried higher secondary teachers in their professional effectiveness.

**Table 4** Difference between Married and Unmarried Higher Secondary Teachers in their Professional Effectiveness

Variables	Sub Variables	Mean	SD	t-value	Level of Significance
Professional Effectiveness	Married	98.78	9.93	3.08	Significance
	Unmarried	108.46	11.84		

The above table shows that there is significant difference between married and unmarried higher secondary teachers in their professional effectiveness, as the calculated ‘t’ value of 3.08 is greater than the table value of 1.96 at 5% level of significance. Hence the stated hypothesis 2b is rejected.

**NULL HYPOTHESIS 3a**

There is no significant difference between arts and science subject handling higher secondary teachers in their organizational climate.

**Table 5** Difference between Arts and Science Subject Handling Higher Secondary Teachers in their Organizational Climate

Variables	Sub Variables	Mean	SD	F-value	Level of significance
Organizational Climate	Arts	81.23	7.23	1.57	Not Significance
	Science	81.97	7.54		

The above table shows that there is no significant difference between arts and science subject handling higher secondary teachers in their organizational climate, as the calculated ‘t’ value of 1.57 is less than the table value of 1.96 at 5% level of significance. Hence the stated hypothesis 3a is accepted.

**NULL HYPOTHESIS 3b**

There is no significant difference between arts and science subject handling higher secondary teachers in their Professional Effectiveness.

**Table 6** Difference between Arts and Science Subject Handling Higher Secondary Teachers in their Professional Effectiveness

Variables	Sub Variables	Mean	SD	F-value	Level of significance
Professional Effectiveness	Arts	86.24	7.27	1.92	Not Significance
	Science	83.67	7.52		

The above table shows that there is no significant difference between arts and science subject handling higher secondary teachers, as the calculated ‘t’ value of 1.92 is less than the table value of 1.96 at 5% level of significance. Hence the stated hypothesis 3b is accepted.

**NULL HYPOTHESIS 4a**

There is no significant difference between below 10 years and 11 years and above teaching experience holding higher secondary teachers in their organizational climate.

**Table 7** Difference between below 10 years and 11 years and above Teaching Experience holding Higher Secondary Teachers in their Organizational Climate

Variables	Sub Variables	Mean	SD	t-value	Level of Significance
Organizational Climate	Below 10 years	96.40	9.38	2.83	Significance
	11 years and above	98.12	11.28		

The above table shows that there is significant difference between below 10 years and 11 years and above teaching experience holding higher secondary teachers in their organizational climate, as the calculated ‘t’ value of 2.83 is greater than the table value of 1.96 at 5% level of significance. Hence the stated hypothesis 4a is rejected.

**NULL HYPOTHESIS 4b**

There is no significant difference between men and women higher secondary teachers in their professional effectiveness.

**Table 8** Difference between below 10 years and 11 years and above Teaching Experience holding Higher Secondary Teachers in their Professional Effectiveness

Variables	Sub Variables	Mean	SD	t-value	Level of Significance
Organizational Climate	Below 10 years	94.73	8.29	3.10	Significance
	11 years and above	97.52	9.82		

The above table shows that there is significant difference between below 10 years and 11 years and above teaching experience holding higher secondary teachers in their professional effectiveness, as the calculated ‘t’ value of 3.10 is greater than the table value of 1.96 at 5% level of

significance. Hence the stated hypothesis 4b is rejected.

**NULL HYPOTHESIS 5a**

There is no significant difference between rural and urban school higher secondary teachers in their organizational climate.

**Table 9** Difference between Rural and Urban School Higher Secondary Teachers in their Organizational Climate

Variables	Sub Variables	Mean	SD	t-value	Level of significance
Organizational Climate	Rural	84.46	7.58	1.81	Not Significance
	Urban	85.20	7.85		

The above table shows that there is no significant difference between rural and urban school higher secondary teachers in their organizational climate, as the calculated ‘t’ value of 1.81 is less than the table value of 1.96 at 5% level of significance. Hence the stated hypothesis 5a is accepted.

**NULL HYPOTHESIS 5b**

There is no significant difference between rural and urban school higher secondary teachers in their professional effectiveness.

**Table 10** Difference between Rural and Urban School Higher Secondary Teachers in their Professional Effectiveness

Variables	Sub Variables	Mean	SD	t-value	Level of significance
Professional Effectiveness	Rural	84.89	7.41	1.34	Not Significance
	Urban	84.96	7.36		

The above table shows that there is no significant difference between rural and urban school higher secondary teachers in their professional effectiveness, as the calculated ‘t’ value of 1.34 is less than the table value of 1.96 at 5% level of significance. Hence the stated hypothesis 5b is accepted.

**NULL HYPOTHESIS 6**

There is no significant relationship between organizational climate and professional climate of higher secondary teachers.

**Table 11** Relationship between Organizational Climate and Professional Effectiveness of Higher Secondary Teachers

Variables	Professional Effectiveness	Level of Significance
Organizational Climate	0.578	Significance

(At 5% level of significance for 198df, the table value of  $\gamma$  is 0.062)

From the table inferred that there is significant relationship between organizational climate and professional effectiveness of higher secondary teachers, as the calculated ' $\gamma$ ' value 0.578 are greater than the table value 0.062 at 5% level of significance. Hence the hypothesis 6 is rejected.

### Findings

1. There is significant difference between men and women higher secondary in their organizational climate.
2. There is significant difference between men and women higher secondary teachers in their professional effectiveness.
3. There is no significant difference between married and unmarried higher secondary teachers in their organizational climate.
4. There is significant difference between married and unmarried higher secondary teachers in their professional effectiveness.
5. There is no significant difference between arts and science subject handling higher secondary teachers in their organizational climate
6. There is no significant difference between arts and science subject handling higher secondary teachers in their Professional Effectiveness.
7. There is significant difference between below 10 years and 11 years and above teaching experience holding higher secondary teachers in their organizational climate.
8. There is significant difference between men and women higher secondary teachers in their professional effectiveness.
9. There is no significant difference between rural and urban school higher secondary teachers in their organizational climate.
10. There is no significant difference between rural and urban school higher secondary teachers in their professional effectiveness.
11. There is significant relationship between organizational climate and professional climate of higher secondary teachers.

### Conclusion

Teachers are essential for the realization of quality education throughout the world. In whatever angle the teacher is seen, he/she appears to be one of the most important human characters in a child's life. The success of a child may therefore depend to a large extent on what he does with the different meetings he has with his teachers as he travels through the school system. The effectiveness or otherwise of the teacher in the school system would be evident in the lives of his students now and in the future.

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