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A STUDY OF ORGANIZATIONAL CLIMATE OF STUDENT TEACHERS OF B.Ed COLLEGES



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The teacher education programme plays an important role in shaping and moulding the habits, manners and above all the character of student teachers to become an effective teacher. The organizational climate of teacher training institutions not only depends on teacher educators but also on Principal, Administration, Infrastructure and campus of the institution, the quality and background of pupil teacher taking admission in the training institutions, nature of schooling of teacher-trainees and professional training, they have a significant bearing on teacher effectiveness which is an integrated part of organizational climate. Quality of Secondary Teacher Education Programme is the barometric indicator for quality of teaching in secondary school.

Noorjahan & Thiyagrajan (1998) Studied the organizational climate and teacher morale in 13 schools of Nellore, Kallabomman. There were five schools having democratic and remaining eight were having autocratic climate, It was observed that an authoritarian climate was prevailing in many of the school irrespective locality where urban and rural

Natrajan and Dandapani (2003) Studied the organizational climate and the academic achievement of pupils in schools concluded that- *There is no significant relationship between different types of climate and achievement of pupils. *The controlled climate found to be helpful to the low achievers open climate school were found more number in public sector, while more Govt. schools were found to have closed climate.

Purnima Varshney (2003) Studied organizational

climate of the high school of Varanasi city and found that- * On whole 18% of schools have an open climate, 20% schools being autonomous climate. Controlled climate revealed 18% school 28% schools have closed climate. * There is no significant difference between the percentages of school falling into different climate on categories.

Pandey (2003) Studied job stress among secondary school teacher in context of organizational climate and found significant difference in job stress between disengaged and engaged secondary school teachers.

Kumar and Patnaik (2004) Studied the organizational commitment, attitude towards work and job satisfaction of post graduate teachers. The correlation between organizational commitment and job satisfaction is moderate which showed that the teachers who were more, committed towards organization are more satisfied with their job. The organizational commitment is moderately related to attitude towards work.

Singh (2005) Conducted a comparative study of organizational climate of aided and non-aided schools of secondary level. The study revealed that there was basic difference between both types of school's organizational climate.

Srivastava and Singh (2006) Studied the academic achievement in different school organizational climate. This study disclosed that there exists a significant difference between academic achievements of closed-open, paternal-open controlled-autonomous beside these, the academic achievement did not show

differences in school climate.

The statement of the problem

“A study of organizational climate of student teachers of B.Ed colleges”

Objectives

1. To study the difference between organizational climate of grant-in- aided and self financed B.Ed institutions. 2. To study the difference between organizational climate of grant-in-aided B.Ed institutions on the basis of geographical distribution. 3. To study the difference between organizational climate of self financed B.Ed institutions on the basis of geographical distribution. 4. To study the difference between organizational climate of grant-in-aided B.Ed institutions on the basis of sex. 5. To study the difference between organizational climate of self financed B.Ed institutions on the basis of sex. 6. To study the difference between organizational climate of Science and Arts Faculty in B.Ed institutions.

Hypotheses

Following null hypotheses are formed for testing:-

Ho. 1. There is no significant difference between organizational climate of grant-in- aided and self financed B.Ed institutions. **Ho. 2.** There is no significant difference between organizational climate of grant-in-aided B.Ed institutions on the basis of geographical distribution. **Ho. 3** There is no significant difference between organizational climate of self financed B.Ed institutions on the basis of graphical distribution. **Ho. 4** There is no significant difference between organizational climate of grant-in-aided B.Ed institutions on the basis of sex. **Ho. 5** There is no significant difference between organizational climate of self financed B.Ed institutions on the basis of sex. **Ho. 6** There is no significant difference between organizational climate of Science and Arts Faculty in B.Ed institutions

Methodology

Survey method was used to collect data under the present study.

Tool used in study

B.Ed. Teacher Training College Climate Inventory: by S.P. Anand (1992) published by A.P.H. Publishing Corporation , New Delhi

Sample Random sampling method was employed

for collection of data from 16 B.Ed. institutions of V.B.S. Purvanchal university , Jaunpur Jurisdiction.

Administration And Statistical Analysis

The test Administration involved data collection of data from 400 subjects of sample institution chosen for study . Mean, S.D and ‘t’ were calculated on scores of organizational climate dimensions mentioned in the tool i.e. Principal, teacher trainees, teacher educators, administration and infrastructure.

Findings

HO 1 : The organizational climate of the institutions as perceived by teacher trainees of grant-in-aided and self financed B.Ed. Institutions, the significant difference was found in the dimensions i.e. Principal, Teacher Trainees, Administration and Infrastructure. The self-financed institution’s teacher trainees showed better perception in three dimensions such as Principal, Teacher Trainees and Administration, whereas the grant-in-aided institution each trainees exhibited better perception only in Infrastructure dimension than self-financed B.Ed. Institutions.(t = 4.52, 2.14, 3.55, 6.19) **HO2 :** The organizational climate as perceived by teacher trainees of the rural and urban grant-in-aided B.Ed Institutions, the significant difference was found in dimensions of Principal, Teacher Educators, Administration and Infrastructure. The urban grant-in-aided B.Ed Institutions teacher trainees showed better perception in dimensions such as Principal, Teacher Educators, Infrastructure, where as the rural grant-in-aided teacher trainees of B.Ed Institutions showed better Administration than that of urban areas teacher trainees. (t = 2.00, 3.14, 2.97, 9.22) **HO3 :** The organizational climate of institutions as perceived by teacher trainees of rural and urban self financed B.Ed Institutions, the significant difference was found in the dimensions such as Administration and Infrastructure. The rural self financed institution’s teacher trainees showed better perception in the dimensions i.e. Administration and Infrastructure of institutions in comparison to urban bias teacher trainees(t =2.20, 2.71) **HO4 :** The organizational climate of institutions as perceived by male and female teacher trainees of grant-in-aided B.Ed Institutions, the significant difference existed in all dimensions i.e. Principal, Teacher Educators, Teacher

Trainees, Administration and Infrastructure as well as Total organizational climate of the institutions. The male teacher trainees showed better perception in all dimensions such as-Principal, Teacher Educators, Teacher Trainees, Administration and Infrastructure than female teacher trainees in such institutions.(t = 5.18, 7.38, 7.97, 13.73, 8.40) **HO 5** : The organizational climate of the institution as perceived by male and female teacher trainees of self financed B.Ed institutions, the significant difference was observed

in the dimensions of Principal, Teacher Educators, Administration than female teacher trainees.(t=2.68, 2.53, 2.21) **HO 6** : The organizational climate of the institutions as perceived by Science and Arts teacher trainees of B.Ed Institutions, the significant difference was found in two dimensions i.e. Principal, Teacher Educators than Arts faculty, Teacher trainees showed better perception significant dimensions such as Principal and Teacher Educators than Science faculty teacher trainees. (t=2.99, 2.50)

Table: Showing Dimension wise Organizational Climate Perceived By Teacher Trainees of B.Ed. Institutions

Inst.	Type of institution	Principal			Teacher Educator			Teacher Trainee			Administration			Infrastructure		
		M	S.D.	t	M	S.D.	t	M	S.D.	t	M	S.D.	t	M	S.D.	t
1	Grant-aided	49	8.35	35	8.38	48	8.09	48	8.88	48	8.18	48	8.18	51	8.25	4.17*
	Self-financed	34	11.88	34	9.28	49	7.33	51	7.63	51	7.63	43	11.14	43	11.14	6.19*
2	Grant-aided	48	8.18	58	8.70	48	7.23	58	8.42	44	8.68	44	8.68	44	8.68	9.21*
	Urban	51	8.18	54	8.08	49	8.08	46	7.81	54	8.08	54	8.08	54	8.08	9.21*
3	Self-financed	53	11.88	55	10.88	51	8.08	51	8.08	51	8.08	48	10.24	48	10.24	2.91*
	Urban	55	8.38	51	7.43	48	8.23	58	7.73	57	8.93	57	8.93	57	8.93	2.91*
4	Grant-aided	52	8.18	58	8.68	52	8.18	58	8.68	58	8.68	58	8.68	58	8.68	8.40*
	Female	48	7.58	48	8.08	44	8.28	44	8.28	43	8.52	43	8.52	43	8.52	8.40*
5	Self-financed	58	8.93	58	8.93	50	7.73	51	8.54	51	8.54	45	8.88	45	8.88	8.88
	Female	51	12.24	52	8.54	48	8.18	58	8.93	58	8.93	48	11.54	48	11.54	8.88
6	Science	53	11.88	54	8.54	48	8.93	48	8.54	48	8.54	46	11.07	46	11.07	8.17
	Arts	58	8.88	52	7.43	48	8.18	50	8.18	50	8.18	48	8.18	48	8.18	8.18

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

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