

# Predictive Power of Organizational Climate on Teaching Effectiveness of Secondary School Teachers



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## Abstract

The present paper examined the contribution of school organizational climate in teaching effectiveness of school teachers. A total of 207 secondary school teachers were randomly selected as sample participants. The instruments used in this prediction design of study were Organizational Climate Index and Teacher Effectiveness Scale. The four subtests of OCI, collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability were examined for their collective and independent importance to teaching effectiveness of secondary school teachers. Through the automatic linear modeling, the summary model presents 23.5% variation in teaching effectiveness scores collectively contributed by four subtests of organizational climate. Out of the four subtests of organizational climate index of schools, the maximum importance is shown by Professional Teacher Behaviour 39.4% followed by Institutional Vulnerability 25.1%, Collegial Leadership 18% and Achievement Press 17.5% on teaching effectiveness of secondary school teachers. The results achieved with the help of this method predicted greater accuracy and authenticity with precise numerical description.

**Keywords:** Achievement Press; Collegial Leadership; Institutional Vulnerability; Professional Teacher Behaviour; Predictive Power; Teaching Effectiveness.

## Introduction

Teachers are the pillars of a nation and are considered to be the Nation Builders. To perform such a heavy task they have to be physically, mentally, economically and socially balanced. Only then can they provide an effective teaching and learning process. Teaching requires effective as well as qualitative improvement for the betterment of learners. At present it is felt that there is a decline in the quality of teaching. Recent research in the field of education reflects that though the quality, competency, dedication and commitment in teachers are showing upward trends, they are not being able to discharge their duties in a right manner or effectively. There may be many factors for degrading the quality of teaching in Govt. schools. In any educational institution, there works a type of familial relationship where the task of the administrator is to create an organizational structure and culture that encourages employees to work hard and to develop supportive work attitudes and allows people and groups to cooperate and work together effectively for the betterment of society. So, there is a proper organizational climate existing in any institution which is the formal system of task and reporting relationships that controls, coordinates, and motivates employees so that they cooperate to achieve an organization's goals. This includes the leadership focus, authority and responsibility, resource policies and planning deployment or implementation.

Here in this study Organizational climate is defined by teacher's perceptions of the school's work environment and is measured by teacher responses to the Organizational Climate Index (OCI) developed by Hoy, Smith, and Sweetland (2002) which is based on four dimensions as *Collegial Leadership* is principal behavior directed toward meeting both social needs of the faculty and achieving the goals of the school. The principal treats teachers as colleagues, is open, egalitarian, and friendly, but at the same time sets clear teacher expectations and standards of performance. *Professional Teacher Behavior* is marked by respect for colleague competence, commitment to students, autonomous judgment,

and mutual cooperation and support of colleagues. *Achievement Press* describes a school that sets high but achievable academic standards and goals. Students persist, strive to achieve, and are respected by both students and teachers for their academic success. Parents, teachers, and the principal all exert pressure for high standards and school improvement. *Institutional Vulnerability* is the extent to which the school is susceptible to a few vocal parents and citizen groups. High vulnerability suggests that both teachers and principals are unprotected and put on the defensive.

The job of the teacher in any educational system is the quality learning through his teaching. Teaching effectiveness means perfection or the optimum level of efficiency and productivity on the part of teacher. It refers to the height of learning and maturity in the life span of a teacher. Presently teachers are supposed to maintain the high and relevant standards for academic success besides also maintaining student centered, achievement oriented classroom environments. To accomplish this, a combination of both subject matter knowledge and an understanding of the nature of effective teaching itself can provide a solid foundation for effectiveness. In education systems locally and nationally, the quest to identify teacher effectiveness, as the primary influence on student outcomes has intensified greatly because the teacher is, after all, the point of contact between the educational system and the pupil; the impact of any educational programme or innovation on the pupil operates through the pupil's teacher. It is therefore quite accurate to say that a school's effectiveness depends directly on the effectiveness of its teachers.

Teacher effectiveness is an area of research which is concerned with relationships between the characteristics of teachers, teaching acts, and their effects on the educational outcomes of classroom teaching. Dash (2009) tried to clarify teaching effectiveness as the ability of a teacher to create a meeting and an interaction between the physical, intellectual and psychological interests of the students and some given subject matter contents. However a teacher's influence is far reaching so it is challenging to define what outcomes might show effectiveness and how to measure those outcomes. There are some studies in this area like Biswas and Tinker (1993) and Varshneya (1981) who found open and autonomous environments are more favourable for the teacher effectiveness than the other type of school organizational climate. Teachers working in open climate experience less stressed and alienation, powerlessness and isolation. They were more happy while teachers working in closed or controlled type of school organizational climate remained tense and developed some physiological and psychological deformities in their body (Gyanani 1998). There is a definite relationship between the culture and climate of a school and the way the principal interacts with the teachers (Bullach 2001).

## Significance of the Study

Organizational setup in different schools and effectiveness of the work in that organization is a chief factor in controlling teachers' actions thereby to adjust in their working environment. This study may be helpful in providing the link between organizational climate of schools and teaching effectiveness. Further it may also help the schools in realizing the importance of providing cordial environment and thereby providing directions for providing a congenial working atmosphere for teachers. With clear and strong understanding of the effects of schools organizational climate on teaching effectiveness, future researches may be directed towards other factors (personal and social) so as to further enlighten the role of environment in improving teaching learning process for better students' achievement and increased school effectiveness for a better education.

## Objective of the Study

To study the Predictive Power of Organizational Climate on Teaching Effectiveness of Secondary School Teachers

## Hypothesis

Organizational climate will have no role to play in teaching effectiveness of secondary school teachers

## Empirical Study

Empirical research is the study using empirical evidences. An empirical research reports a study that used quantitative research methods, which generate numerical data and seek to establish causal relationships between two or more variables. Hence this study also falls under the empirical research by employing the Correlational (Prediction) design of research.

## Sample

207 secondary school teachers from District Anantnag of South Kashmir (J&K) were randomly selected as sample.

## Instruments for Data Collection

The instruments used in this prediction design of study were Organizational Climate Index developed by Hoy, Smith, and Sweetland (2002) which includes dimensions as collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability and Teacher Effectiveness Scale developed by Dr. Pramod Kumar and Dr.D. N. Mutha (1999) were used to collect relevant data.

## Procedure

Before the administration of the tools, the nature of the data and the purpose of research were discussed with the concerned teachers and Principals. After the administration of the tools to the selected samples the scoring was done strictly in accordance with the directions in the test manual. The collected data was statistically analyzed through the automatic linear modeling. The results achieved with the help of this method predicted greater accuracy and authenticity with precise numerical description.

## Results

In order to know the end product of different dimensions of organizational climate on teaching

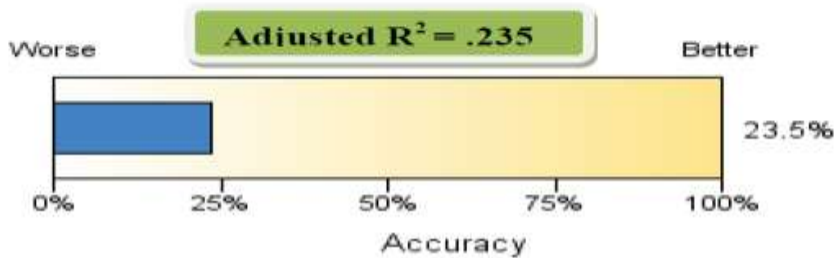
effectiveness, automatic linear modeling has been used with the help of SPSS 21. The results for the

same are presented below in figure 1, table 1, table 2 and figure 2.

**Figure 1: Model Summary of Organizational Climate on Teaching Effectiveness**

<b>Target</b>	Teaching Effectiveness
<b>Automatic Data Preparation</b>	On
<b>Model Selection Method</b>	None (All Predictors Entered)
<b>Information Criterion</b>	1,159.081

The information criterion is used to compare to models. Models with smaller information criterion values fit better.



The above model indicates that 23.5% of variance in Teaching Effectiveness is explained by different dimensions of Organizational Climate as perceived by the secondary school teachers. It reflects that model has accuracy in explaining the role of Organizational Climate on Teaching Effectiveness

of secondary school teachers. The model also shows the effect and importance of various dimensions of Organizational Climate of schools on Teaching Effectiveness of secondary school teachers which is shown in table 1.

**Table 1: Effect and Importance of Different Dimensions of Organizational Climate of schools on Teaching Effectiveness**

Source	Sum of Squares	df	Mean Square	F	Sig.	Importance
<b>Corrected Model ▼</b>	17,746.148	4	4,436.537	16.836	.000	
<b>Professional_Teacher_Behaviour_transformed</b>	4,370.792	1	4,370.792	16.586	.000	0.394
<b>Institutional_Vulnerability_transformed</b>	2,780.637	1	2,780.637	10.552	.001	0.251
<b>Collegial_Leardeship_transformed</b>	2,000.362	1	2,000.362	7.591	.006	0.180
<b>Achievement_Press_transformed</b>	1,939.636	1	1,939.636	7.361	.007	0.175
<b>Residual</b>	53,230.808	202	263.519			
<b>Corrected Total</b>	70,976.957	206				

Above table 1 reveals that all the identified dimensions of organizational climate of schools are important predictors. Further the table 1 shows that the F values of Professional teacher behavior, Institutional vulnerability, Collegial leadership and Achievement press (F= 16.58, 10.55, 7.59 and 7.36, p < 0.01) are significant at 0.01 level. Thus, it can be concluded that all the identified dimensions of

organizational climate of schools have significant effect on teaching effectiveness of their teachers. Out of the four dimensions of organizational climate, the maximum importance is shown by Professional teacher behavior (0.394) followed by Institutional vulnerability (0.251), Collegial leadership (0.180), and Achievement press (0.175) on teaching effectiveness.

The model depicts the graphical presentation is shown in figure 2.

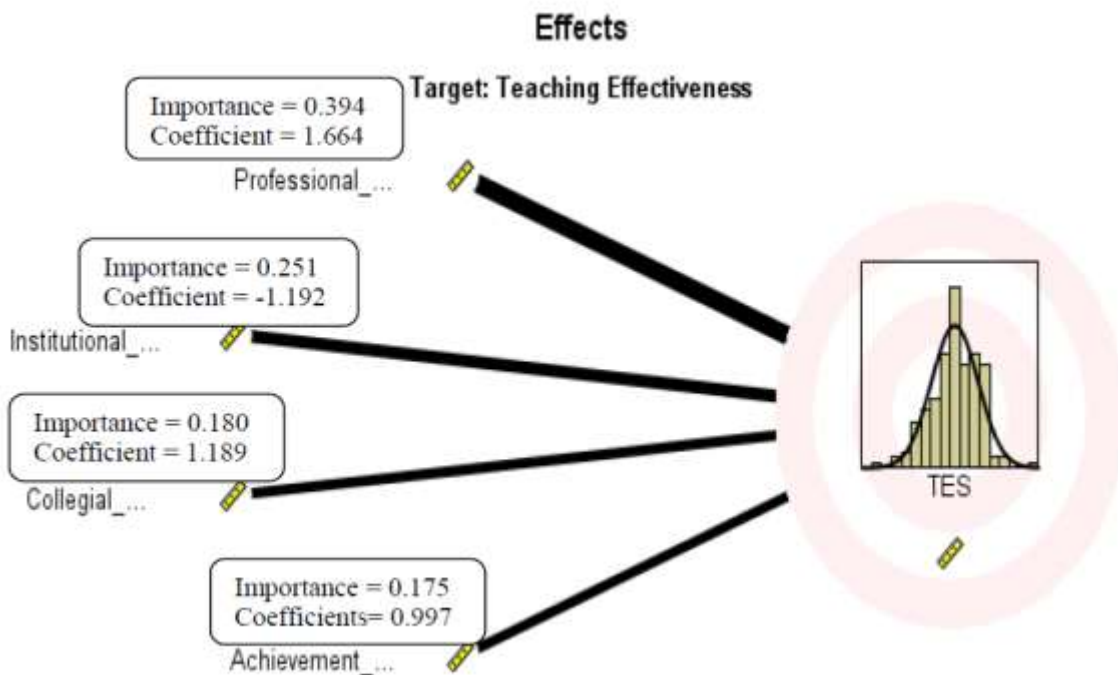
**Table 2: Coefficients of Different Dimensions of Organizational Climate on Teaching Effectiveness**

Model Term	Coefficient ▼	Std. Error	t	Sig.	95% Confidence Interval		Importance
					Lower	Upper	
Intercept	111.408	14.388	7.743	.000	83.038	139.777	
Professional_Teacher_Behaviour_transformed	1.664	0.409	4.073	.000	0.858	2.469	0.394
Institutional_Vulnerability_transformed	-1.192	0.367	-3.248	.001	-1.916	-0.469	0.251
Collegial_Leadership_transformed	1.189	0.432	2.755	.006	0.338	2.040	0.180
Achievement_Press_transformed	0.997	0.368	2.713	.007	0.272	1.722	0.175

Above table 2 represents the coefficients of the predictors on the dependent variable. Among the predictors Professional teacher behaviour as a dimension of organizational climate is having a coefficient of 1.66, which indicates that respect for colleague competence, commitment to students, autonomous judgment, and mutual cooperation and support of colleagues as perceived by teachers is having significant effect on teaching effectiveness of secondary school teachers and vice versa. Institutional vulnerability dimension is having a negative and significant coefficient of -1.19 indicating that the extent to which the school is susceptible to

high vulnerability from vocal parents and few citizen groups, decreases their teaching effectiveness and vice-versa. Collegial leadership is having a significant coefficient of 1.18, indicating as the Principal treats teachers as professional colleagues, is open and egalitarian and friendly is significantly affecting their teaching effectiveness. The last dimension Achievement press is having a significant coefficient of 0.99, which indicates when the school sets high but achievable goals for teachers also affects teachers effectiveness. The model is graphically represented below in figure 2.

**Figure 2: Effect of different dimensions of Organizational Climate of schools on Teaching Effectiveness of teachers**



## Discussion

The findings of the present study that organizational climate is significant predictor of teaching effectiveness, in a way indicates that good organizational structure and culture that encourages employees to work hard and to develop supportive work attitudes and allows people and groups to cooperate and work together effectively contributes to the successful teaching of secondary school teachers. Some research studies like Olorunsola and Arogundade (2012), Adenike (2011), Raza (2010), Garg and Rastogi (2006) and Kumaran (2005) also showed that there is a significant influence of the organizational climate on different psycho-social variables of the teacher. Other studies like Varshneya (1981) found that open, autonomous and controlled climates were more favorable for the teacher effectiveness than the other categories of environments. Other studies that support the findings of this study are Gyanani (1998) who revealed that teachers who were working in closed or controlled type of organizational climate remained tense while the teachers working in autonomous or open type of organizational climate were mentally happy and healthy. Therefore the findings of this study provides an empirical basis to understand the role of different dimensions (Achievement Press; Collegial Leadership; Institutional Vulnerability; Professional Teacher Behaviour) of schools organizational climate on the teaching effectiveness of secondary school teachers.

## Conclusion

The study revealed that all the four identified dimensions of organizational climate are the significant predictors of teaching effectiveness of teachers. Out of the four dimensions of organizational climate, the maximum importance is shown by Professional Teacher Behaviour 39.4% followed by Institutional Vulnerability 25.1%, Collegial Leadership 18% and Achievement Press 17.5% on teaching effectiveness of secondary school teachers.

The conclusions drawn from this study should place a major emphasis on professional teacher behavior and collegial leadership. So, how does a principal affect professional teacher behavior? After all, the term professional teacher behavior clearly relates to the behavior of teachers and not the principal. A Principal can influence on the collegial environment by promoting shared goals and professional growth. A targeted professional development plan, shared decision making, and achievement press are all ways for building-level administrators to foster relationships of fellow teachers and the principal. School should set high but achievable academic standards and goals. The Institution must not be susceptible to a few vocal parents and citizen groups because high vulnerability suggests that both teachers and principals are unprotected and put on the defensive that degrades

the teaching effectiveness of school teachers. Therefore the administrators must create an organizational structure and culture that encourages employees to work hard and to develop supportive work attitudes and allows people and groups to cooperate and work together effectively for the betterment of any educational system.

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