



ORIGINAL RESEARCH PAPER

Education

LEVEL OF PRIMARY TEACHER EDUCATORS IN THEIR ORGANIZATIONAL CLIMATE IN WEST BENGAL

KEY WORDS: Primary Teacher Educator, Organizational Climate, Teacher Education Institution

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ABSTRACT

The present study intended to examine the comparison type of teacher educators and gender wise level of climate. For this, samples of 200 primary teacher educators were randomly selected. Standardized tool School Organizational Climate Descriptive Questionnaire by Sharma (1973) was used to assess the level of climates. Mean, Standard Deviation, Z-score, and t-test were used. Data analysis revealed that (i) Low and extremely low level of climates' belong to more non-government primary teacher educators. (ii) Above average and below average level of climates' belong to more government primary teacher educators. (iii) Average level of climates' belong to more male primary teacher educators. (iv) High and extremely high level of climates' belong to more female primary teacher educators. (v) There is no significant difference between non-government and government primary teacher educators in their organizational climate. (vi) There is no significant difference between male and female primary teacher educators in their organizational climate.

Introduction

In educational set-ups, organizational climate is also referred to as the mixture of interpersonal interaction among the stakeholders of the teacher education institutions which include faculties, parents, trainees and others. A teacher can contribute well in the development of a nation if he has positive attitude towards the institution, which develops in a conducive environment or the organizational climate of the institution. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, "The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of educational process at any stage." Hoy et al. (2006) portrayed the conclusion that school climate is straightforwardly identified with school results. Organizational climate is the internal characteristic of a school that recognizes one school from another school (Hoy et al., 2002). Ochitwa (2002) pointed out that organizational climate can arouse employees' natural motivations. He stated further that some climates could lead to frustration of staff, while others can energize the work environment. Those organizations with conducive work environment usually have a warm and familiar climate than organization with unconducive environment.

Review

Goswami, D. and Choudhury, G. (2017) shows that the climate level of these teachers' training institutes are significant and different. The schools that have a good organizational climate get higher educational results than those that have a poor organizational climate (Caceres, M.G et al., 2016). Ghosh and Guha (2016) found that (i) there was no significant difference in the status of organizational climate as perceived by male and female teacher educators. However, from the mean scores it was revealed that the male teacher educators were high level than the female teacher educators. (ii) There was no significant difference in the status of organizational climate as perceived by government and self-financed institutions teacher educators. However, from the mean scores it was revealed that the self-financed teacher educators were high level than the government teacher educators. Akhilesh (2013) reveal that the overall mean values suggest better institutional climate in aided institutions. Sankar and Subiah (2013) study and found that there is no significant difference between male and female teacher educators in respect of their organizational climate. The level of organizational climate of teacher educators is conducive. Arya, S. (2012) study and found that there is no significant difference in institutional climate of teacher educators of government aided and self financed institutions. It is a fact that very little or no research has been done on level of primary teacher educators in their organizational climate in West Bengal. So this study is very much essential in present scenarios for betterment of education.

Operational Definitions

Primary teacher educators here refer to those teachers who teach and work at D.Ed. /D. El. Ed. colleges. Organizational climate may be explained in term of interaction that takes place between organizational ingredients as they fulfill their prescribed roles which satisfying their individual needs. Interaction is a process where, upon contact, men influence each other behaviour (Sharma, 1973). Teacher education institutions here refer to the govt. and non-govt. institutions which provide D.Ed. /D. El. Ed. course.

Objectives

1. To assess the level of non-government primary teacher educators in their organizational climate.
2. To assess the level of government primary teacher educators in their organizational climate.
3. To assess the level of male primary teacher educators in their organizational climate.
4. To assess the level of female primary teacher educators in their organizational climate.
5. To compare the level of non-government and government primary teacher educators in their organizational climate.
6. To compare the level of male and female primary teacher educators in their organizational climate.

Sample

National Council for Teacher Education recognized and West Bengal Board of Primary Education affiliated 150 non-govt. (76 male & 74 female) and 50 govt. (20 male & 30 female) primary teacher educators were selected randomly.

Tool

The standardized tool used in this study was School Organizational Climate Descriptive Questionnaire (Sharma, 1973). Its applicability in the primary teacher education institutions 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 Technique

This School Organizational Climate Descriptive Questionnaire was composed of 64 items based on eight different dimensions. The respondent is provided with four alternatives 'rarely occurs', 'sometimes occurs', 'often occurs' and 'very frequently occurs' would get a score as 1, 2, 3 and 4 respectively. So, 64 items are total score as 256. It is found that Mean and Standard Deviation of SOCDQ of primary teacher educators (N=200) are 162.18 and 17.89 respectively. Then score range of the level of primary teacher educators in their organizational climate is calculated of this value.

Table 1: Level of Non-Government Primary Teacher Educators (N=150) in their Organizational Climate

Score Range	Z-Score	Level of Organizational Climate	No of Teacher Educators	%
199 & above	+2.01 & above	Extremely High	4	2.67
185-198	+1.26 to +2.00	High	7	4.67
172-184	+0.51 to +1.25	Above Average	33	22
154-171	-0.50 to +0.50	Average	73	48.67
140-153	-0.51 to -1.25	Below Average	14	9.33
125-139	-1.26 to -2.00	Low	11	7.33
126 & below	-2.01 & below	Extremely Low	08	5.33

The above table 1 shows that more non-government primary teacher educators (48.67 %) have average level of climate. Then 22 % and 9.33 % teacher educators have above average and below average level of climate. The next largest to lowest percentage of teacher educators were low, extremely low, high and extremely high (7.33 %, 5.33 %, 4.67 % and 2.67 %) level of climate.

Table 2: Level of Government Primary Teacher Educators (N=50) in their Organizational Climate

Score Range	Z-Score	Level of Organizational Climate	No of Teacher Educators	%
199 & above	+2.01 & above	Extremely High	00	00
185-198	+1.26 to +2.00	High	02	04
172-184	+0.51 to +1.25	Above Average	14	28
154-171	-0.50 to +0.50	Average	25	50
140-153	-0.51 to -1.25	Below Average	07	14
125-139	-1.26 to -2.00	Low	00	00
126 & below	-2.01 & below	Extremely Low	02	04

The above table 2 shows that more government primary teacher educators (50 %) have average level of climate. Then 28 % and 14 % of teacher educators have above average, below average level but 4% teacher educators have high and extremely low level of climate. None of the teacher educators have extremely high and low level of climate in their institutions.

Table 3: Level of Male Primary Teacher Educators (N=96) in their Organizational Climate

Score Range	Z-Score	Level of Organizational Climate	No of Teacher Educators	%
199 & above	+2.01 & above	Extremely High	01	1.04
185-198	+1.26 to +2.00	High	02	2.08
172-184	+0.51 to +1.25	Above Average	21	21.88
154-171	-0.50 to +0.50	Average	52	54.17
140-153	-0.51 to -1.25	Below Average	08	8.33
125-139	-1.26 to -2.00	Low	07	7.29
126 & below	-2.01 & below	Extremely Low	05	5.21

The above table 3 shows that more male primary teacher educators (54.17 %) have average level of climate. Then 21.88 % and 8.33 % teacher educators have above average and below average level of climate. The next largest to lowest percentage of teacher educators were low, extremely low, high and extremely high (7.29 %, 5.21 %, 2.08 % and 1.04 %) level of climate.

Table 4: Level of Female Primary Teacher Educators (N=104) in their Organizational Climate

Score Range	Z-Score	Level of Organizational Climate	No of Teacher Educators	%
199 & above	+2.01 & above	Extremely High	03	2.88
185-198	+1.26 to +2.00	High	07	6.73
172-184	+0.51 to +1.25	Above Average	26	25
154-171	-0.50 to +0.50	Average	46	44.23
140-153	-0.51 to -1.25	Below Average	13	12.5
125-139	-1.26 to -2.00	Low	04	3.85
126 & below	-2.01 & below	Extremely Low	05	4.81

The above table 4 shows that more female primary teacher educators (44.23 %) have average level of climate. Then 25 %, 12.5 % and 6.73 % teacher educators have above average, below average and high level of organizational climate. The next largest to lowest percentage of teacher educators were extremely low, low and extremely high (4.81 %, 3.85 % and 2.88 %) level of climate.'

Moreover, on the above table 01-04 explain in the following figure

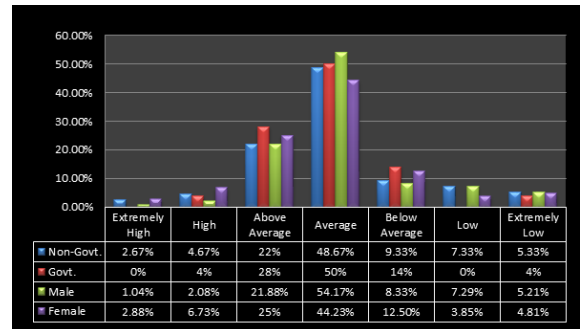


Figure 1: Graph Showing the Summary of the Level of Primary Teacher Educators in their Organizational Climate

The above figure shows that (i) low (7.33 %) and extremely low level (5.33 %) of climates' belong to more non-government primary teacher educators in their institutions. (ii) Above average (28 %) and below average level (14 %) of climates' belong to more government primary teacher educators in their institutions. (iii) Average level (54.17 %) of climates' belong to more male primary teacher educators in their institutions. (iv) High (6.73 %) and extremely high level (2.88 %) of climates' belong to more female primary teacher educators in their institutions.

Table 5: t-value for the comparison between level of non-government and government primary teacher educators in their organizational climate

Type of Institutions	N	Mean	SD	t-value
Non-Govt.	150	161.47	19.17	0.328
Govt.	50	164.30	13.10	

The above table 5 shows that t-value is calculated for the comparison between level of non-government and government primary teacher educators in their organizational climate and it is observed that the calculated value (0.328) is less than the critical value (1.97). So it may be said that there is no significant difference between non-government and government primary teacher educators in their organizational climate ($t_{obs}=0.328 < t_{0.05, 198}=1.97$). But mean value suggest that government primary teacher educators have better organizational climate in their institutions.

Especially, this finding is in consonance with the findings of Ghosh and Guha (2016) that study on teacher educators of B. Ed. Colleges in West Bengal and reported that there was no significant difference in the status of organizational climate as perceived by govt. and self-financed institutions' teacher educators. But this finding is in contrast with the findings of Ghosh and Guha (2016) who observed the mean scores it was revealed that the self-financed teacher educators were high level than the govt. teacher educators.

Table 6: t-value for the comparison between level of male and female primary teacher educators in their organizational climate

Gender	N	Mean	S D	t-value
Male	96	160.72	19.98	0.269
Female	104	163.53	17.70	

The above table 6 shows that t-value is calculated for the comparison between level of male and female primary teacher educators in their organizational climate and it is observed that the calculated value (0.269) is less than the critical value (1.97). So it may be said that there is no significant difference between male and female primary teacher educators in their organizational climate ($t_{obs}=0.269 < t_{0.05, 198}=1.97$). But mean value suggest

that female primary teacher educators have better organizational climate in their institutions.

Especially, this finding is in consonance with the findings of Ghosh and Guha (2016) that study on teacher educators of B. Ed. Colleges in West Bengal and observed that there was no significant difference in the status of organizational climate as perceived by male and female teacher educators. But this finding is in contrast with the findings of Ghosh and Guha (2016) who observed the mean scores it was revealed that the male teacher educators were high level than the female teacher educators.

Conclusion

The present study has revealed very interesting results in the level of primary teacher educators in their organizational climate. In the light of those results, conclusions of the study have been drawn as (i) most of the primary teacher educators have average or moderate level of climate in their institutions. (ii) There is no significant difference between non-government and government primary teacher educators in their organizational climate. (iii) There is no significant difference between male and female primary teacher educators in their organizational climate. Mean value suggest that the government and female primary teacher educators have better organizational climate than non-government and male primary teacher educators in their institutions. Hence, this study would help in building favourable environment in the teacher education institutions and zeal the work of teacher educators in their institutions.

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