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Impact of Organizational Climate on Teacher's Professional Commitment of Higher Secondary Schools - A Study

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ABSTRACT

The professional commitment of the teachers is essential for the survival strength, efficiency and success of the institution. A school may have excellent material resources-equipment, building, library and other facilities along with a curriculum appropriately adopted to suit the community needs, but if the teachers are indifferent to their responsibilities, the whole programme is likely to be ineffective and wasted. On the other hand professional commitment of the teachers is influenced by organization climate. So there has to be a humanistic approach to the teaching learning process. The main objectives of the topic are to find out the significant correlation and impact of organizational climate on professional commitment of the teachers of higher secondary schools. A sample size of 400 teachers of higher secondary schools were selected and taken up for the study. Organizational Climate Scale developed by Dr. Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar and Professional Commitment Scale developed by Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu and Mrs. Sarvjeet Kaur Brar were used for the study. It has been found that, organizational climate is significantly related with teachers professional commitment. There is a significant mean difference of teacher's professional commitment of higher secondary schools teacher coming from good and average, good and poor organizational climate. But no significant mean difference of teacher's professional commitment is found among teachers coming from average and poor organizational climate.

Key words- Organizational Climate, Teacher's Professional Commitment, Government and Private Higher Secondary schools.

Introduction:-

Organizational climate 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. As for schools, climate is a necessary link between organizational climate and teacher attitude and behavior. It has been remarked that the formal characteristics of schools have an important influence on the way in which teachers perceive the climate. The importance of the organizational climate to professional commitment of the teachers is relevant to a high degree, since it is indicative of how well the teacher manages to realize his/her full potential. On the other hand teachers are the central point for any type of educational system. They 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 become committed to their profession and provide an effective teaching. 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 professional commitment in teachers are showing upward trends, they are not being able to discharge their duties in a right manner. The way they conduct themselves individually as well as jointly has a direct bearing on the climate of the organization. There is a need to encourage an atmosphere that facilitates collaborative efforts among teachers. It has been remarked that the motivation and dedication at work, job satisfaction and efficacy, humanistic relationship, collegiality, teacher's performance and professional commitment of the teachers are influenced by the climate of school organization. Any organization where there is a conducive climate, teachers excel. Thus the researcher attempts to provide information whether organizational climate of school influence the teachers' professional commitment or not.

Significance of the study:-

The professional commitment of the teachers is essentials for the survival strength, efficiency and success of the institution. The fundamental responsibility of teachers is to maintain the institution in a state of healthy necessary to carry on its work. It is generally agreed that the goodness of an educational programme to a large extent is dependent on quality of teachers available to implement it. A school may have excellent material resources-equipment, building, library and other facilities along with a curriculum appropriately adopted to suit the community needs, but if the teachers are indifferent to their responsibilities, the whole programme is likely to be ineffective and wasted. So there has to be a humanistic approach to the teaching learning process. Though the study is not directly related with the academic achievement of the students, but when we talk about teacher and school organization, it is understood that it is for the student. Now a days in the competitive global market of education, academic achievement of the student place most important role so far as admission in higher education and employment is concerned. On the other hand it has been found from literature review that the academic achievement and its relative factors are influenced by organizational climate, teacher behavior, facility of institution, principal behavior, teacher performance, teacher efficiency, thrust behaviors of principal, sprit behaviors of teachers and professional commitment of teacher. **Naik.P.K & Singh, Sweta. (2013)**, -Teacher's Commitment towards Institution and Students among Male and Female Higher Secondary Level Teachers- A Study. It is found that there is no significant difference of commitment towards the Institution and Students dimensions of Teachers Commitment among Male and Female higher secondary level teacher. Though teacher is key person for building students carrier and for overall growth and development of student personality and the professional commitment of the teachers is influenced by school organizational climate. That's why the researcher wants to study the impact of the organizational climate on teachers' professional commitment of higher secondary schools.

Statement of the problem:-

The problem for the present study is stated as follows:

Impact of Organizational Climate on Teacher's Professional Commitment of Higher Secondary Schools - A Study.

Operational definition the terms Teacher Effectiveness:-

Organizational Climate:- In this study organizational climate refers to school climate of higher secondary schools in which results, rewards, and personal relations, organizational processes, clarity of roles and sharing of information, altruistic behavior will be observe.

Teacher's Professional Commitment: - In this study professional commitment of the teachers is to devote personal time and dedicated towards his profession. It is closely connected to the teacher's work performance, absenteeism, burnout and turnover as well as having an important influence on student's achievement, and attitude towards school.

Objectives of the study:-

1. To study the significant relationship between organizational climate and teacher's professional commitment of higher secondary schools.
2. To study the significant mean difference of teacher's professional commitment between good and average organizational climate of higher secondary schools.
3. To study the significant mean difference of teacher's professional commitment between good and poor organizational climate of higher secondary schools.
4. To study the significant mean difference of teacher's professional commitment between average and poor organizational climate of higher secondary schools.

Hypotheses of the study:-

1. There will be no significant relationship between organizational climate and teacher's professional commitment of higher secondary schools.
2. There is no significant mean difference of teacher's professional commitment between good and average organizational climate of higher secondary schools.
3. There is no significant mean difference of teacher's professional commitment between good and poor organizational climate of higher secondary schools.
4. There is no significant mean difference of teacher's professional commitment between average and poor organizational climate of higher secondary schools.

Sampling:-

In order to collect the data for the present study 50 higher secondary schools from Murshidabad Districts of West Bengal were selected through purposive sampling techniques. Out of these 50 higher secondary schools 25 are government and 25 are private situated in rural and urban area. Again 400 (Government -200 & Private -200) teachers have taken randomly as the subjects of the present investigation from the selected higher secondary schools from Murshidabad Districts of West Bengal. Purposive and Simple random sampling method has been used by the researcher for selecting the samples.

Tools used:-

The researcher has used the following tools for the present study.

- Organizational Climate Scale developed by Dr. Sanjyot Pethe , Sushama Chaudhari and Upinder Dhar.

- Professional Commitment Scale developed by Dr.Ravinder Kaur, Dr.Sarbjit Kaur Ranu and Mrs.Sarvjeet Kaur Brar.

Statistical techniques used:-

In order to analyze the data in the present study and to test the hypothesis, the researcher has used Product moment correlation to find out the inter correlation among organizational climate and teachers' professional commitment and 't' test to find out the mean differences teachers' professional commitment between good, average and poor organizational climate of higher secondary schools. The result so obtained are interpreted and discussed in the light of problem factors to make the result meaningful.

Findings:-

HO-1 There will be no significant relationship between organizational climate and teacher's professional commitment of higher secondary schools.

Table-1
Correlation between organizational climate and teacher's professional commitment.

Category.	N	Mean	$\sum x^2$ and $\sum y^2$	$\sum xy$	r-Value	df	Significance Level	interpretation
Organizational Climate	400	86.52	115281.7	99485.58	0.518	798	0.05=0.062	HO -1 Rejected
Teacher's Professional Commitment	400	157.22	319610.6				0.01=0.081	

Interpretation:-

The coefficient of correlation between organizational climate and teacher's professional commitment was found to be 0.518 which is more than the table value with df-798 both at .05 level i.e. 0.062 and .01 level i.e. 0.081. The magnitude of 'r' indicates that there is significant positive relationship between organizational climate and teacher's professional commitment of higher secondary schools. Hence the Hypotheses No-1 'There will be no significant relationship between organizational climate and teacher's professional commitment of higher secondary schools' is rejected.

Result:-

It has been found that, there is significant positive relationship between organizational climate and teacher's professional commitment of higher secondary schools.

HO-2 There is no significant mean differences of teacher's professional commitment between good and average organizational climate of higher secondary schools.

Table-2

Teacher' professional commitment between good and average organizational climate.

Category.	N	Mean	SD	SED	t-test Value	df	Significance Level	interpretation
T.P.C of Good O.C.	103	186.82	23.07	2.71	14.44	304	0.05=1.97	HO -2 Rejected
T.P.C of Average O.C.	203	147.68	21.2				0.01=2.59	

Interpretation

The above table shows that, the obtained 't' value i.e.14.44 is more than the table value with df - 304 at .05 level i.e.1.97 and .01 level i.e. 2.59.It means higher secondary school teachers belong to good and average organizational climate differ significantly in their professional commitment. Hence the Hypotheses No-2 'There is no significant mean differences of teacher's professional commitment between good and average organizational climate of higher secondary schools' is rejected.

Result

It has been found that, there is a significant mean difference of teacher's professional commitment between good and average organizational climate of higher secondary schools.

HO-3 There is no significant mean differences of teacher's professional commitment between good and poor organizational climate of higher secondary schools.

Table-3

Teacher' professional commitment between good and poor organizational climate.

Category.	N	Mean	SD	SED	t-test Value	df	Significance Level	interpretation
T.P.C of Good O.C.	103	186.82	23.07	3.31	12.52	195	0.05=1.97	HO -3 Rejected
T.P.C of Poor O.C.	94	145.37	23.43				0.01=2.60	

Interpretation

The above table shows that, the obtained 't' value i.e.12.52 is more than the table value with df - 195 at .05 level i.e.1.97 and .01 level i.e. 2.60.It means higher secondary school teachers belong to good and poor organizational climate differ significantly in their professional commitment. Hence the Hypotheses No-3 'There is no significant mean differences of teacher's professional commitment between good and poor organizational climate of higher secondary schools' is rejected.

Result

It has been found that, there is a significant mean difference of teacher's professional commitment between good and poor organizational climate of higher secondary schools.

HO-4 There is no significant mean differences of teacher's professional commitment between average and poor organizational climate of higher secondary schools.

Table-4

Teacher' professional commitment between average and poor organizational climate.

Category.	N	Mean	SD	SED	t-test Value	df	Significance Level	interpretation
T.P.C of Average O.C.	203	147.68	21.2	2.83	0.81	295	0.05=1.97	HO -4 Accepted
T.P.C of Poor O.C.	94	145.37	23.43				0.01=2.59	

Interpretation

The above table shows that, the obtained 't' value i.e.0.81 is less than the table value with df - 295 at .05 level i.e.1.97 and .01 level i.e. 2.59.It means higher secondary school teachers belong to average and poor organizational climate do not differ significantly in their professional commitment. Hence the Hypotheses No-4 'There is no significant mean differences of teacher's professional commitment between average and poor organizational climate of higher secondary schools' is accepted.

Result

It has been found that, there is no significant mean difference of teacher's professional commitment between average and poor organizational climate of higher secondary schools.

Conclusion:-

The finding of the study shows that organizational climate is significantly related with teachers' professional commitment of higher secondary schools, whether the teachers are male or female working in government or private secondary schools located in rural or urban area. It means organizational climate plays a significant role in maintaining teachers' professional commitment of higher secondary schools. The study also found that there is significant mean difference of teachers' professional commitment of higher secondary schools teacher coming from good and average, good and poor organizational climate. But no significant mean difference of teachers' professional commitment is found among teachers coming from average and poor organizational climate. It means good, average and poor organizational climate significantly influence the teachers' professional commitment of higher secondary schools. So the importance of organizational climate to teachers' professional commitment is a significant one. Though organizational climate as a relatively enduring quality of the internal environment that is experienced by the members, influences teachers' professional commitment behavior and on the other hand teachers' professional commitment can influence academic achievement and

personality of the students, the study will help to create a conducive environment for teaching which develop professional commitment among teacher.

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