

Role of Organizational Climate for Quality Management in Teacher Education

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ABSTRACT

The National Policy on Education (NPE)-2016 expressed its dissatisfaction towards the quality of teacher education system of our country. There are many reasons behind the quality degradation of teacher education system of our country and one of such reasons is poor organizational climate of the institutions. In this context, an attempt has been made to analyze the organizational climate of teacher education institutions in relation to quality management. The present paper has two sections. The first section deals with the theoretical aspects of quality indicators of teacher education and concept of organizational climate with its different types. The next section is an empirical one which was aimed to study the organizational climates of secondary teacher education Institutions. The researcher has used simple random sampling method to select 200 teacher educators from 30 secondary teacher education institutions. The College Organizational Climate Description Questionnaire (COCDQ) prepared and standardized by the researcher was used to collect data. Result reveals that majority of government - aided secondary teacher education institutions possess Paternal Climate followed by Autonomous Climate, Controlled Climate and Familiar Climate. Majority of self- financed secondary teacher education institutions possess Familiar Climate followed by Autonomous climate, Closed Climate, Paternal Climate, Controlled Climate and Open Climate. Out of six types of organizational climate, Open type of climate is considered as the best type to assure quality in teacher education. So it is suggested to modify the behaviour pattern of the principals to make the organizational climate of the institutions more open, which leads to quality assurance in teacher education.

Keywords: Organizational Climate, Quality Management, Secondary Teacher Education Institutions, Teacher Educators.

INTRODUCTION:

The quality of school education mostly depends upon the quality and efficiency of the teachers. In this context, The National Policy on Education (NPE) – 2016 has rightly remarked – “The teacher is the fulcrum around which school education revolves; it is rightly said that an education system is as good as its teachers”. So, the teachers bear the whole responsibilities of the education system of a country on their shoulder. The NPE 2016 again added that, - “The poor quality of school education is direct result of poor quality of teacher education

and teacher training”. The statement clearly indicates that the teacher education system of our country is not satisfactory. Most of the teacher education institutions became ‘degree shops’, where quality concern of teacher education is a secondary issue. The majority of teachers being produced from those institutions lack adequate subject knowledge and required teaching skills (NPE, 2016).

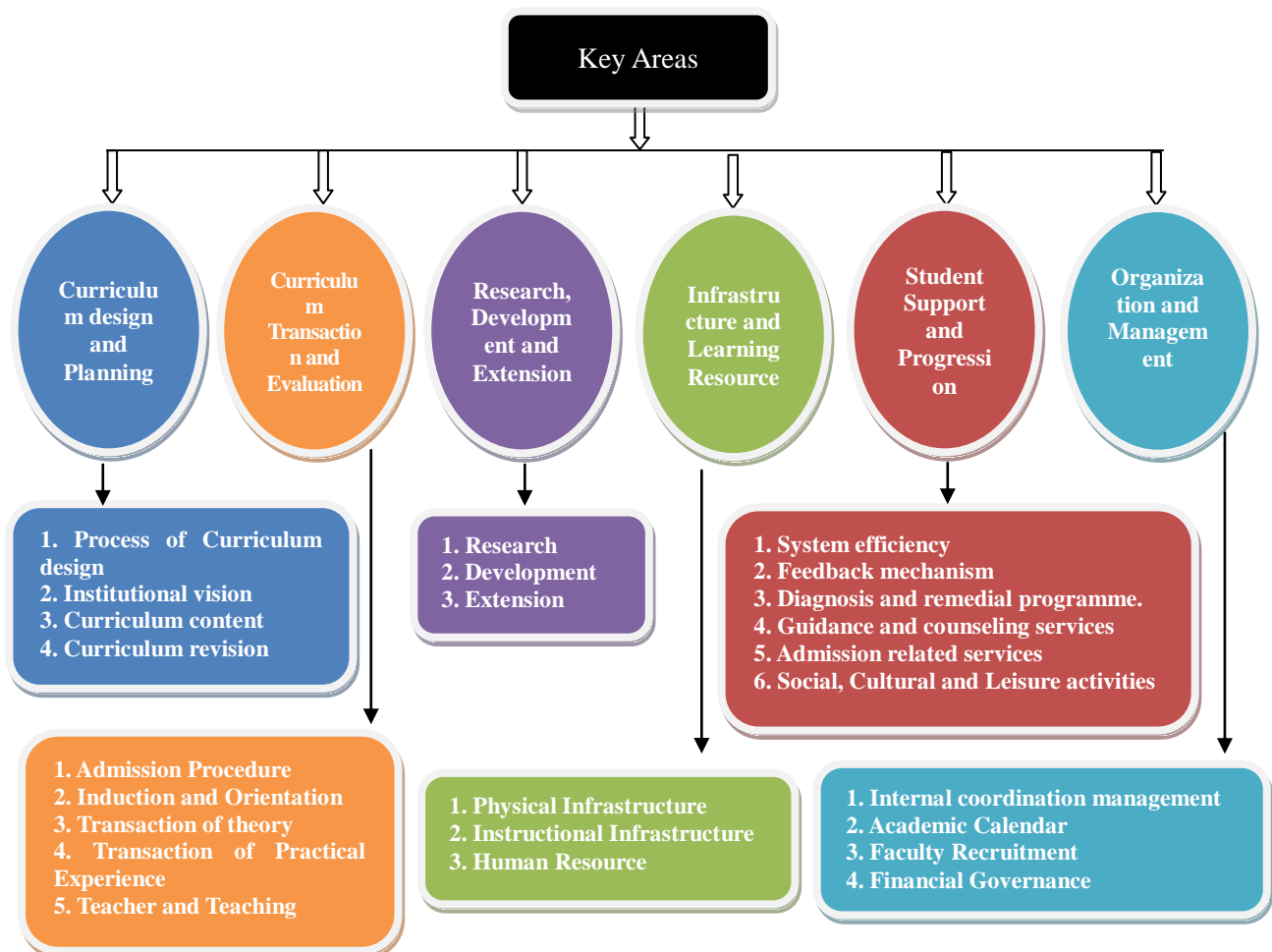
Concept of Quality and Quality Management in Teacher Education:

When we are often speaking about ‘quality’ and the quality of teacher education, the question arises that, what quality is? And what are the indicators of quality teacher education? Of course ‘quality’ is a relative term and highly debatable issue. ‘Quality’ is defined by the British Standard Institution -1991 (in Mukhopadhyay, 2007) as the totality of features or characteristics of a product or service that bear upon its ability to satisfy the stated or implied needs. Since the present teacher education system of our country is not able to satisfy our stated needs fully, it can be called that the system is lacking quality. Oxford English Dictionary defines quality as the standard of something as measured against other things of a similar kind; the degree of excellence of something. In the context of teacher education, quality refers to pursuit of excellence, consistency of fairness, satisfaction of client needs and appropriate identification, utilization of various resources and also further generation of resources leading to achievement of institutional goals (Arya, 2006). Quality management in teacher education means, to ensure quality of teacher education through adequate planning, proper organization, active execution, comprehensive evaluation and perfect feedback mechanism.

Indicators of Quality Teacher Education:

The National Assessment and Accreditation Council (NAAC) in collaboration with Commonwealth of Learning (COL), Canada, (2006), prescribed at least seventy five indicators of teacher education under different quality aspects, which are again broadly categorized under six Key Areas (Menon and Rama, 2006). The key areas with the quality aspects under them are shown diagrammatically below:

Figure 1: Key Areas with Quality Aspects of Teacher Education



All of the quality aspects under six key areas are closely associated with the teacher education institutions and need proper management.

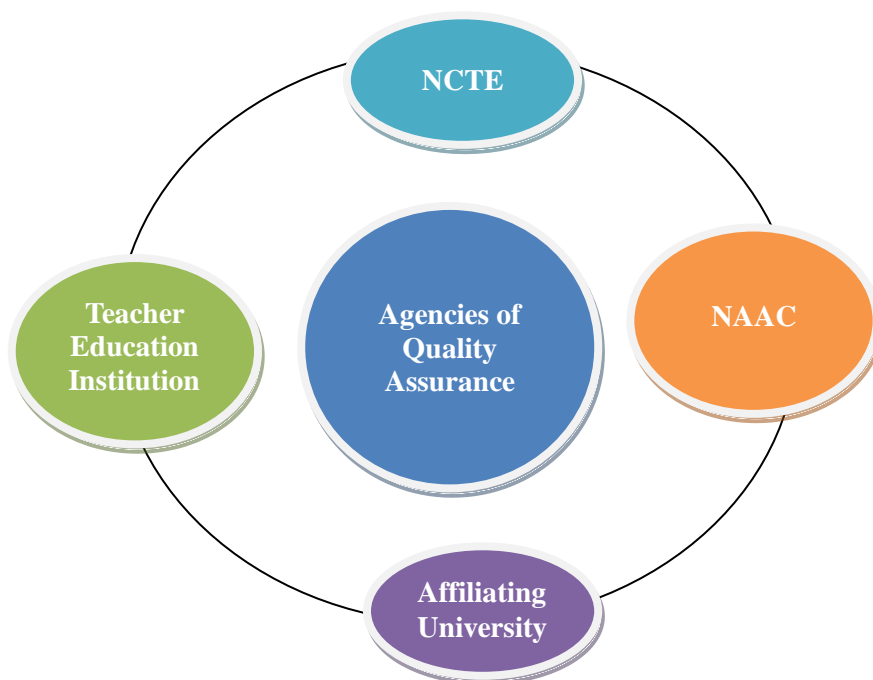
The researchers like Malek and Mishra (2016), Sarita and Sonia (2016) and Mukhopadhyay (2014), found out the different quality indicators of teacher education are-

- Curriculum Design
- Curriculum Transaction
- Evaluation
- Research on Teacher Education and
- Internship Programme

Out of those indicators, the most important one is curriculum transaction, which is closely related to the teacher education institutions.

There are both internal and external agencies responsible for quality management of teacher education. Teacher education institutions are internal agencies, whereas National Council for Teacher Education (NCTE), NAAC and Affiliating Universities are external bodies to look after the quality concerns of teacher education. Sarita and Sonia (2016) has sketched their inter-relationship diagrammatically, which is shown below-

Figure 2: Agencies of Quality Assurance in Teacher Education



Since teacher education institutions play a pivotal role in maintaining the quality in teacher education, the organizational climate of the institutions is a significant area of concern. A teacher education institution can't provide quality teacher education unless its organizational climate is conducive.

Concept of Organizational Climate:

According to Halpin and Croft (1963) - "Personality is to the individual what organizational climate is to the organization. Organizational Climate refers to a set of organizational characteristics which can be created from the way an organization deals with its members". Organizational climate is the perceived attributes of an institution and its sub-systems as reflected in the way it deals with its members, associated groups and issues (Pareek, 2004). Organizational climate can be pictured as a personality sketch of the institution, as personality describes an individual, so climate defines the essence of an institution (Sharma, 1973).

So, the organizational climate may be defined as a set of measurable properties of the work environment, perceived directly or indirectly by the people who live and work in that environment, which influences their motivation. Organizational climate includes physical and material resources, emotional tone and attitudes of teachers, interaction between teachers and students, interaction among students, rules and regulations of the institutions. It also consists of clarity of aims and objectives of the institution, discipline, clear set of standards, excellence, fairness, participation, support, responsibility, safety, interest and environment.

Dimensions of Organizational Climate:

Organizational climate of an educational institution is designated on the basis of the behaviour patterns of both principal as well as teachers. Hence Organizational Climate has two broad dimensions – i) Group behaviour characteristics and ii) Leader behaviour characteristics.

Group behavior characteristics means the behaviour pattern of the teachers, which include – Disengagement, Alienation, Intimacy and Esprit. Leader behavior characteristics means, the behaviour of the head of the institution (Principal), which include - Psycho-physical hindrance, Control, Production emphasis and Humanized thrust (Sharma,1973).

Types of Organizational Climate:

1. Open Climate: It refers to an environment in which teachers obtain social needs satisfaction and enjoy a sense of accomplishment in their job. They perceive their principal (leader) as highly considered and democratic in behavior and hence the group members as well as the principal feel ‘all of a piece’. So, the group enjoys a high degree of integration and authenticity of behaviour (Sharma, 1978).
2. Autonomous Climate: It refers to an environment where teachers enjoy friendly relationship and their needs are moderately satisfied. Principal’s active leadership is absent and his control over the institution is average.
3. Familiar Climate: It refers to that climate where teachers’ social needs are highly satisfied but principal’s behaviour is job oriented and exercises leadership in an indirect manner.
4. Controlled Climate: It refers to that environment where teachers’ social needs are not satisfied properly and it is characterized as highly task oriented. Principal’s leadership is one sided and dictatorial in manner.
5. Paternal Climate: It refers to a situation where teachers have to work in the way the principal wants. He thinks that he is the paternal guardian of the institution.
6. Closed Climate: It refers to that climate where institution doesn’t get progress. This climate lacks authenticity of behaviour. The principal constrains the emergence of leadership acts from the group and social needs of the teachers are not satisfied

LITERATURE REVIEW:

An attempt had been made by Halpin and Croft (1963) to study the organizational climate of an educational institution. Thus, they were considered as the pioneers of organizational climate. The study made by them was limited to elementary schools. Afterwards the studies were focused on secondary schools also (Hoy Tarter and Kottkamp 1991). In Indian context Motilal Sharma (1973) conducted a study on secondary schools in Rajasthan in the light of the study conducted by Halpin and Croft (1963). A number of studies have been undertaken in India to study the organizational climate of the institutions, mostly at school level.

Maity (2017) conducted a study on Organizational climate of Primary Teacher Education Institutions in West Bengal and reported that majority of government Primary Teacher Education Institutions have Open Climate whereas most of the non-government Primary Teacher Education Institutions have Close climate.

Ghosh and Guha (2016) studied organizational climate of teacher education institutions in West Bengal and found significant difference between the organizational climate of secondary teacher education institutions according to their locale i.e. rural and urban.

Akhilesh (2013) conducted a comparative study of institutional climate of aided and self financed teacher education institutions in Uttar Pradesh and observed that there was better institutional climate existed in aided institutions.

Babu (2013) investigated organizational climate of elementary schools in Jharkhand, and found that in government schools, there exists open type climate where as in private schools closed type of climate is existed. From the review of related literature, it has been found that, most of the research works on organizational climate has been conducted on schools and very few are on colleges, especially teacher education colleges. So the problem-“Organizational Climate of Secondary Teacher Education Institutions in West Bengal” has been selected.

OBJECTIVE OF THE STUDY:

Out of the six type of climates, Open climate is considered as the best to assure quality in teacher education institutions. But what may be the real picture of organizational climate of teacher education institutions? To find the answer of this research question, the present problem is selected with the objective i.e. to study the organizational climate of the secondary teacher education institutions of West Bengal.

METHODOLOGY:

Sample:

The simple random sampling technique was applied to select 30 secondary teacher education institutions (12 government- aided and 18 self - financed) including the sub groups like rural and urban. A total of 200 teacher educators (80 from government - aided institutions and 120 from self-financed institutions) are included in the sample group.

Delimitation of the study:

The sample of the study included only the teacher educators of at least five years old government -aided or self - financed secondary teacher education institutions. The teacher educators of university departments and government secondary teacher education institutions are not included in this study. The geographical area is limited in the five districts of West Bengal.

Tool :

School Organizational Climate Description Questionnaire (SOCDDQ) developed and standardized by Sharma, M (1978) was slightly modified in the context of the teacher education institutions and named as College Organizational Climate Description Questionnaire (COCDQ) was used for collecting data. The tool was validated through experts' opinion. Moreover the applicability of the test was statistically tested by Kolmogorov Smirnov Two Sample Test.

FINDINGS AND DISCUSSION:

According to the objective of the study, the type of Organizational Climates of different teacher education institutions was designated by following specified steps. The Organizational Climate found in different secondary teacher education institutions are as follows:

Table 1: Distribution of Government - Aided Secondary Teacher Education institutions according to their climate type

Types of Climate	Government - aided Secondary Teacher Education Institutions	
	No. of Institutions	% of Institutions
Open Climate	00	00
Autonomous Climate	03	25
Familiar Climate	02	16.67
Controlled Climate	03	25
Paternal Climate	04	33.33
Closed Climate	00	00
Total	12	100

Table 1 reveals that majority of government- aided secondary teacher education institutions possess Paternal Climate (33.33%) followed by Autonomous Climate (25%), Controlled Climate(25%) and Familiar Climate (16.67%). None of the government - aided institutions were found to be either Open or Closed Climate.

Table 2: Distribution of Self -financed Secondary Teacher Education institutions according to their climate type

Types of Climate	Self –financed Secondary Teacher Education institutions	
	No. of Institutions	% of Institutions
Open Climate	01	5.56
Autonomous Climate	03	16.67
Familiar Climate	08	44.44
Controlled Climate	01	5.56
Paternal Climate	02	11.11
Closed Climate	03	16.67
Total	18	100

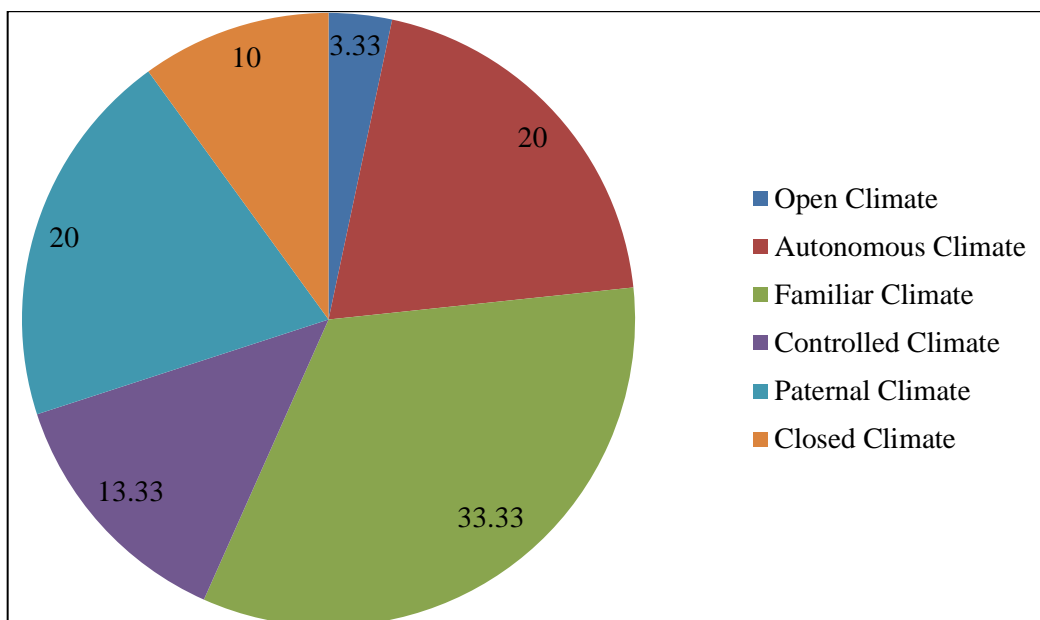
Table 2 reveals that majority of self- financed secondary teacher education institutions posses Familiar Climate(44.44%) followed by Autonomous climate (16.67%), Closed Climate(16.67). Both the types of teacher education institutions i.e. government- aided and self-financed teacher education institutions put together, it found that-

Table 3: Distribution of Secondary Teacher Education institutions according to their climate type as a whole.

Types of Institutions Types of Climate	Govt.- aided Institutions		Self – financed Institutions		Total	
	N	%	N	%	No. of Institutions	% of Institutions
Open Climate	00	00	01	5.56	01	3.33
Autonomous Climate	03	25	03	16.67	06	20
Familiar Climate	02	16.67	08	44.44	10	33.33
Controlled Climate	03	25	01	5.56	04	13.33
Paternal Climate	04	33.33	02	11.11	06	20
Closed Climate	00	00	03	16.67	03	10
Total	12	100	18	100	30	100

Table 3 reveals that, majority (33.33%) of both governments aided and self financed secondary teacher education institutions put together posses Familiar Climate, followed by Autonomous Climate (20%), Paternal Climate (20%), Controlled Climate (13.33%), Closed Climate (10%) and Open Climate (3.33%). In self financed institutions all the six types of climates are found where as in govt. aided institutions neither Open nor Closed Climate is found.

Figure 3: Pie – chart showing different types of organizational climate



CONCLUSION:

To provide quality teacher education, the organizational climate of an institution must not be poor. Open type of climate is the best climate to provide quality teacher education. But from the present study, it is found that no government-aided institution posses open climate. Hence quality assurance in teacher education in those types of institutions is doubtful. The majority of teacher education institutions possesses familiar climate, where teacher are busy in making personal relations among themselves and the principal exercises leadership in an indirect manner. This may be an obstacle to maintain quality in teacher education. Finally it is suggested to manage organizational climate in such a way that open climate in the teacher education institutions should be created and it will be helpful to assure quality in teacher education.

RECOMMENDATIONS FOR FURTHER RESEARCH:

- Similar studies may be conducted in other level of teacher education i.e. Diploma in Elementary Education (D.El.Ed.) and Master of Education (M.Ed.).
- A study may be undertaken to compare the organizational climate of general degree colleges with B.Ed. colleges in the context of quality management.
- Studies may be conducted to find out the role of organizational climate for quality management in Engineering, Medical and Management Colleges etc. in the light of the present study.

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