

Teacher Effectiveness Among Kendriya Vidyalaya And Navodaya Vidyalaya School Teachers In Relation To Organizational Climate

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ARTICLE INFO ABSTRACT

The present study was conducted to study teacher effectiveness among Kendriya Vidyalaya and Navodaya Vidyalaya school teachers in relation to organizational climate. The sample of study comprised of 370 secondary school teachers (185 teachers from Kendriya Vidyalayas and 185 teachers from Navodaya Vidyalayas) were selected randomly from twelve districts of state of Himachal Pradesh, India giving fairly equal representation to gender and locale. Teacher Effectiveness Scale by Umme Kulsum (2017), Organizational Climate Scale for teachers by Singh (2015) were used to collect data. The result of the study revealed high positive correlation between Teacher Effectiveness and Organizational Climate among both Kendriya Vidyalaya and Navodaya Vidyalaya school teachers. This suggests that a favorable organizational climate may contribute to enhanced teacher effectiveness in both types of schools. Further, the significant positive relationship between teacher effectiveness and organizational climate of school teachers of Kendriya Vidyalayas indicates, "better the organizational climate, higher the teacher effectiveness" whereas "poorer the organizational climate, lower the teacher effectiveness."

Keywords : Teacher Effectiveness, Kendriya Vidyalaya, Navodaya Vidyalaya, Organizational Climate, School Teachers.

I. INTRODUCTION

Education stands as the fundamental pillar shaping the future trajectory of societies, extending beyond knowledge transmission to cultivate critical thinking, creativity, and character. It empowers individuals with essential tools to navigate a complex global landscape, fostering social and emotional competencies vital for success. Education's primary aim is to nurture active citizenship, ethical awareness, and cultural appreciation, serving as a cornerstone of democracy and economic prosperity. Rooted in international law as a human right, education breaks the cycle of poverty, promotes gender equality, and empowers marginalized communities. Ancient Indian education, exemplified by the Gurukul system, underscores education's transformative power, emphasizing holistic development and inclusivity. Post-independence, India's education reforms, including the Right to Education Act (2009), signify progress towards universal access. Challenges persist, highlighting the pivotal role of teachers in fostering inclusive, engaging learning environments and preparing students for societal responsibilities. Investments in teacher training and support are crucial for effective education delivery. "Education is fundamental for achieving full human potential, dwelling an equitable and just society, and promoting national development" [1].

(a) Teacher Effectiveness

Teacher effectiveness encompasses a multifaceted skill set vital for fostering meaningful connections and engagement among students, aligning with their diverse physical, intellectual, and psychological interests. Teacher effectiveness is defined as "impact of the classroom factors, such as teaching methods, teacher potentials, classroom organization and the use of classroom assets which finally leads to the student's performance" [2]. It involves adeptly tailoring learning activities to meet the developmental needs and immediate concerns of learners, thereby facilitating holistic growth. In today's educational landscape, there's an urgent need for proficient educators capable of guiding students towards success. The efficacy of teachers profoundly influences the overall success of the education system. For teachers to deliver impactful lessons,

they must be free from personal worries and tensions. Hence, the strength and effectiveness of teachers are pivotal for the success of the entire educational process. Various research methodologies, including student achievement metrics, supervisor evaluations, and feedback from students, administrators, and other stakeholders, are employed to assess teacher effectiveness comprehensively.

(b) Kendriya Vidyalaya

Kendriya Vidyalaya in this study refers to system of central government schools in India and abroad with its headquarters named Kendriya Vidyalaya Sangathan (KVS), that are instituted under the aegis of the Ministry of Education, Govt. of India. As of 31 Dec 2023, it has a total of 1,254 Kendriya vidyalayas in India and 3 abroad in Moscow, Tehran and Kathmandu. A total of 14,00,632 students (as on 31 Dec 2023) and 54072 employees were on the rolls (as on 31 Dec 2023). A total of 26 Kendriya Vidyalayas are functional in the state of Himachal Pradesh. Maximum 6 in Distt. Kangra. There is no Kendriya Vidyalaya in Distt. Sirmaur of Himachal Pradesh.

(c) Navodaya Vidyalaya

Navodaya Vidyalaya in this study refers to a system of central government residential schools in India with its headquarters named Navodaya Vidyalaya Samiti, that are instituted under the aegis of the Ministry of Education, Govt. of India. The National Policy on Education - 1986 envisaged setting up of residential schools, to be called Jawahar Navodaya Vidyalayas, that would bring out the best of rural talent. As of now the total number of functional Jawahar Navodaya Vidyalayas is 661, with 8 regional offices across the country. 2,93,588 students were on the rolls of Navodaya Vidyalayas as on 31 Dec 2023. A total of 12 Navodaya Vidyalayas are functional, one each in each Distt. of Himachal Pradesh.

(d) Organizational Climate

The organizational climate in educational institutions reflects shared attitudes and values among stakeholders, impacting learning and growth. Effective leadership, particularly from principals and administrators, shapes this climate through styles, decisions, and communication. Supportive leadership encourages collaboration and innovation, fostering a sense of purpose. Strong interpersonal connections and open communication enhance engagement and trust. Organizational climate is defined as “quality of the internal environment experienced by members, influencing their behavior, and characterized by the values of organizational attributes” [3]. Equity and inclusion are prioritized, creating a sense of belonging for all students. The physical environment, when well-maintained and safe, contributes to a positive atmosphere for learning. Thus, a positive organizational climate, driven by leadership, relationships, equity, and physical environment, enhances educational outcomes.

II. REVIEW OF LITERATURE

- A significant positive relationship between teacher effectiveness and organizational climate was reported by the analysis of various studies like Prakasham (1986), Veeraraghwan (1986), Biswas, Chandra, and Tinku (1995), Raja et al. (1998), Sodhi (2010), Riti (2010), Ajay and Mandakini (2013), Babu and Kumari M (2013), Bai, Heydari, and Niknahad (2014), Sharma, Komal (2015), Kumar and Kaur (2017), Alam (2018), Naik and Mani (2018), Njoku and Modebelu (2019), Chung, J. F. (2020).
- Teacher effectiveness has no relation with Organizational climate, it was the study of Tete (1999), Kaur, Harvinder (2018).
- Yadav (2015) found a significant difference in the organizational climate among the different types of schools. It was observed that the organizational climate was statistically significantly superior in Kendriya Vidyalayas and Public schools compared to Government schools.

III. OBJECTIVES OF THE STUDY

1. To investigate the significance of relationship between teacher effectiveness and organizational climate of school teachers.
2. To investigate the significance of relationship between teacher effectiveness and organizational climate of Kendriya Vidyalaya school teachers.
3. To investigate the significance of relationship between teacher effectiveness and organizational climate of Navodaya Vidyalaya school teachers.

IV. HYPOTHESIS

1. There is no significant relationship between teacher effectiveness and organizational climate of school teachers.
2. There is no significant relationship between teacher effectiveness and organizational climate of Kendriya Vidyalaya school teachers.
3. There is no significant relationship between teacher effectiveness and organizational climate of Navodaya Vidyalaya school teachers.

V. SAMPLE

Random sampling technique was used to select the sample from the defined population. There are 12 districts in the state of Himachal Pradesh. The researcher focused his study on secondary school teachers teaching from class 6 to 10 in Kendriya Vidyalayas and Navodaya Vidyalayas of Himachal Pradesh. A total of 185 secondary school teachers teaching classes 6 to 10 were selected from 13 Kendriya Vidyalayas across Himachal Pradesh and a total of 185 secondary school teachers teaching classes 6 to 10 were selected from 12 Navodaya Vidyalayas. Teachers having more than 5 years of regular teaching experience were selected from selected schools giving fairly equal representation to gender and teaching experience.

VI. TOOLS USED

- Teacher Effectiveness Scale (TES - UK) by Umme Kulsum (2017).
- Organizational Climate Scale for Teachers (OCST - SV) by Singh (2015)

VII. RESULT

To investigate the significance of relationship between teacher effectiveness and organizational climate among Kendriya Vidyalaya school teachers and Navodaya Vidyalaya school teachers and total school teachers teaching in both these organizations, Pearson's coefficient of correlation was worked out and the values are given in tables 1.1, 1.2, and 1.3 below –

Table 1.1 : Relationship between Teacher effectiveness and Organizational Climate of School Teachers (N=370)

S. No.	Variables	r
1	Teacher Effectiveness	0.53*
2	Organizational Climate	

* Significant at 0.01 level of significance

Table 1.1 shows that the value of correlation between teacher effectiveness and organizational climate of school teachers is 0.53 which is significant ($p < 0.01$). Hypothesis 1 which states that “There is no significant relationship between teacher effectiveness and organizational climate of school teachers” is thus rejected. This finding is well supported by the studies conducted by Prakasham (1986), Veeraraghwan (1986), Biswas, Chandra, and Tinku (1995), Raja et al. (1998), Sodhi (2010), Riti (2010), Ajay and Mandakini (2013), Babu and Kumari M (2013), Bai, Heydari, and Niknahad (2014), Sharma, Komal (2015), Kumar and Kaur (2017), Alam (2018), Naik and Mani (2018), Njoku and Modebelu (2019), Chung, J. F. (2020). Further, the significant positive relationship between teacher effectiveness and organizational climate of school teachers of Kendriya Vidyalayas and Navodaya Vidyalayas indicates that, “better the organizational climate, higher the teacher effectiveness” whereas “poorer the organizational climate, lower the teacher effectiveness.”

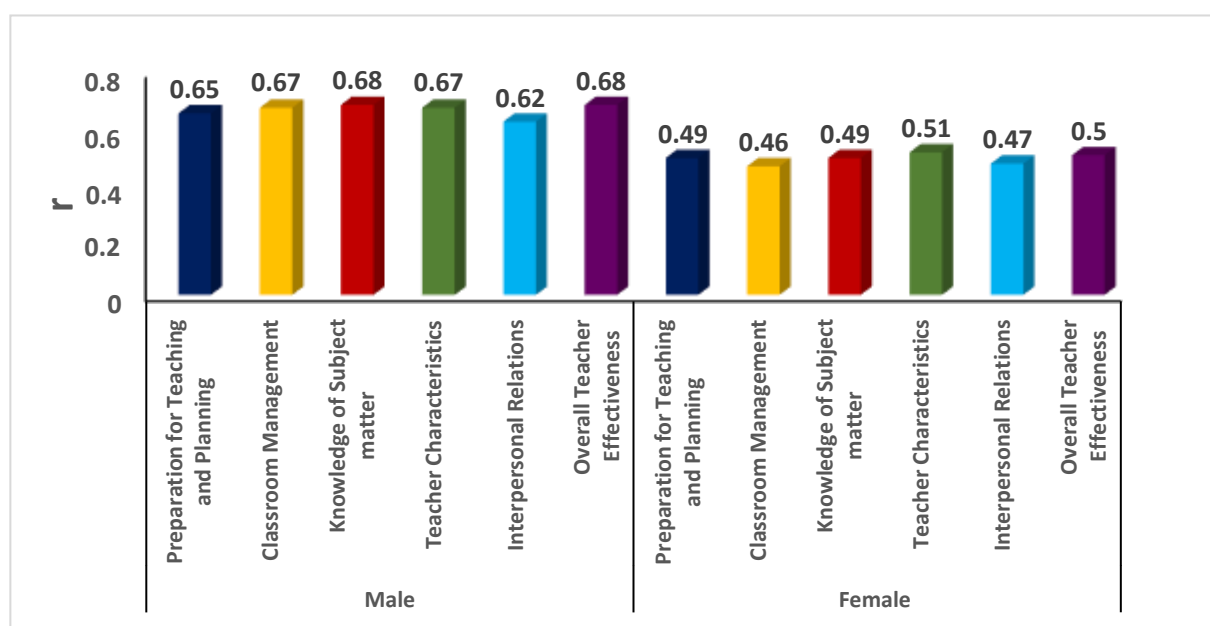


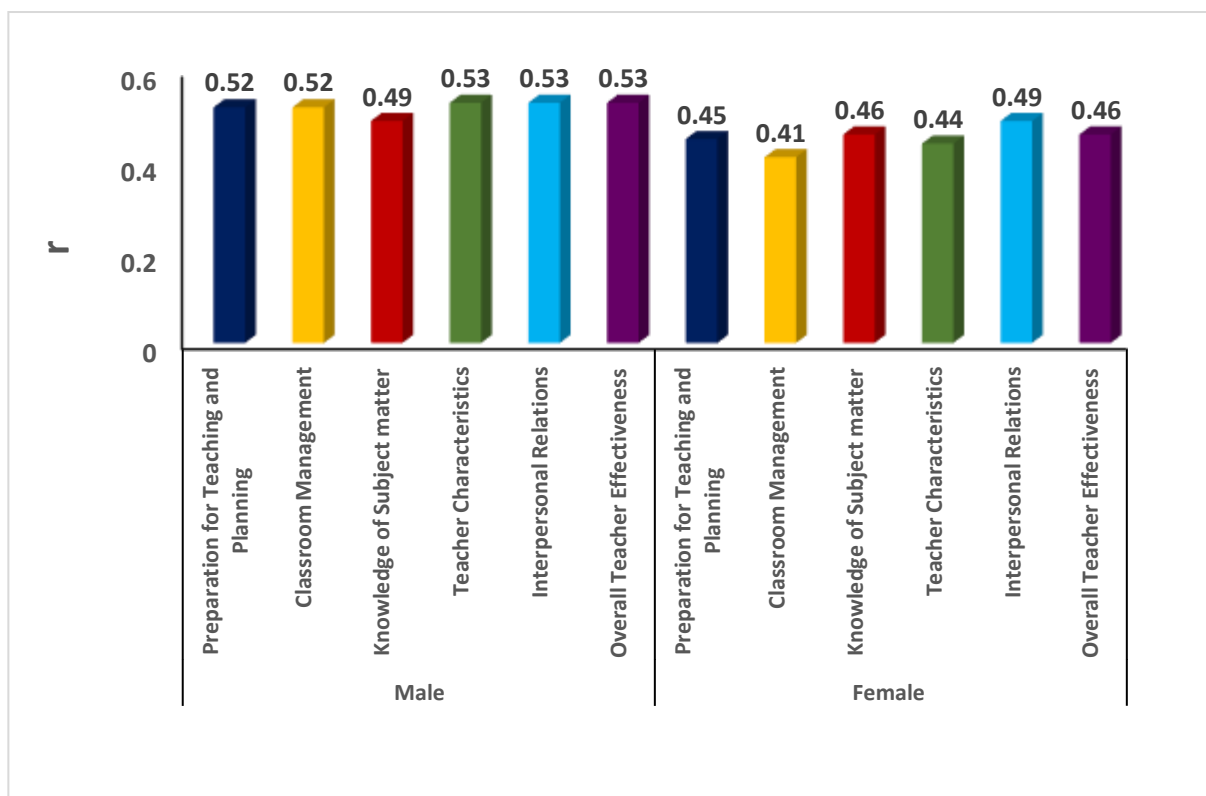
Fig. 1.1 Coefficient of correlation between teacher effectiveness among school teachers of Kendriya Vidyalayas in relation to organizational climate (N=185)

Table 1.2 : Relationship between Teacher effectiveness and Organizational Climate of Kendriya Vidyalaya School Teachers (N = 185)

S. No.	Variables	r
1	Teacher Effectiveness	0.57*
2	Organizational Climate	

* Significant at 0.01 level of significance

Table 1.2 show that the value of correlation between teacher effectiveness and organizational climate of Kendriya Vidyalaya school teachers is 0.57 which is significant ($p < 0.01$). Hypothesis 2 which states that “There is no significant relationship between teacher effectiveness and organizational climate of Kendriya Vidyalaya school teachers.” is thus rejected. This finding is in line with the studies conducted by Veeraraghwan (1986), Sodhi (2010), Riti (2010), Sharma, Komal (2015), Alam (2018).

**Fig. 1.2 Coefficient of correlation between teacher effectiveness among school teachers of Navodaya Vidyalayas in relation to organizational climate (N=185)****Table 1.3 : Relationship between Teacher effectiveness and Organizational Climate of Navodaya Vidyalaya School Teachers (N = 185)**

S. No.	Variables	r
1	Teacher Effectiveness	0.49*
2	Organizational Climate	

* Significant at 0.01 level of significance

Table 1.3 show that the value of correlation between teacher effectiveness and organizational climate of Navodaya Vidyalaya school teachers is 0.49 which is significant ($p < 0.01$). Hypothesis 3 which states that “There is no significant relationship between teacher effectiveness and organizational climate of Navodaya Vidyalaya school teachers” is thus rejected. This finding is in line with the studies conducted by Prakasham (1986), Biswas, Chandra, and Tinku (1995), Bai, Heydari, and Niknahad (2014), Naik and Mani (2018), Njoku and Modebelu (2019), Chung, J. F. (2020).

VIII CONCLUSION

On the basis of findings of the present study,

1. There was a positive significant relationship between teacher effectiveness and organizational climate of secondary school teachers.
2. There was a positive significant relationship between teacher effectiveness and organizational climate of Kendriya Vidyalaya school teachers.
3. There was a positive significant relationship between teacher effectiveness and organizational climate of Navodaya Vidyalaya school teachers.

IX EDUCATIONAL IMPLICATIONS

As the results of present study reveal high positive correlation between teacher effectiveness and organizational climate for both Kendriya Vidyalaya school teachers and Navodaya Vidyalaya school teachers as well as total teachers of both these organizations. The significant positive relationship between teacher effectiveness and organizational climate of school teachers of Kendriya Vidyalayas and Navodaya Vidyalayas indicates that, “better the organizational climate, higher the teacher effectiveness” whereas “poorer the organizational climate, lower the teacher effectiveness.” To improve teacher effectiveness of teachers we need to create good organizational climate in schools. Principals and authorities are advised to appreciate the efforts of teachers in the schools and provide them supportive environment in the schools.

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