

Title of the study: A STUDY ON GROUP DIFFERENCES IN THE RELATIONSHIP BETWEEN ORGANISATIONAL CLIMATE PERCEPTION AND TEACHING COMPETENCE OF PRIMARY SCHOOL TEACHERS

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A STUDY ON GROUP DIFFERENCES IN THE RELATIONSHIP BETWEEN ORGANISATIONAL CLIMATE PERCEPTION AND TEACHING COMPETENCE OF PRIMARY SCHOOL TEACHERS

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Abstract

This study is an attempt to estimate the role of Organisational climate perception in determining the teaching competence primary school teachers. The sample of the study consisted of 242 primary school teachers. Two newly constructed tools were administered on the sample for the collection of data. The results of the study indicated significant influence of Organisational climate perception on teaching competence of primary school teachers. Results indicated significant relationship between 'Teaching Competence' and 'Organisational Climate Perception' among primary school teachers for the total Sample and for relevant sub samples. Except for the correlations obtained between the sub samples based on teachers educational qualification as P.G B.Ed and T.T.C, all other variables selected for the study have no influence on the degree of relationship between organisational climate perception and teaching competence.

Introduction

Institutional policies and practices must be oriented toward developing a climate in which students' responsibility for, and active participation in, their own collegiate experience are promoted. Policies that stress the importance of student achievement and in-class and co-curricular challenge and support are essential for student growth. The academic and social climate in higher education institutions can support or hinder positive academic outcomes of students. In higher education research, the campus climate has been defined as the current perceptions, attitudes, and expectations that define the institution and its members (Peterson and Spencer 1990). Institutions concerned with improving the social climate and making it more congruent with the lives of students have provided special programs, services, and dedicated physical facilities (e.g., multicultural centers, and tutoring and mentoring centers) to help students retain their sense of cultural identity and move past discomfoting experiences of isolation, segregation, and alienation. Once students find a reasonable sense of "belonging," their chances of persisting through college improve. The institutional culture clearly must convey the institution's purpose in an unambiguous manner, and the ethos of the campus must be one in which students believe they are members of a larger community.

There exists difference of opinion in defining Organizational Climate precisely. Experts and researchers relate it different variables such as administrative factors, teacher related factors, culture etc. Owens (2004) related Organizational Climate to such terms as atmosphere, personality, tone, or ethos. The foundational work in school climate is generally recognized as that of Halpin and Croft (1963), who roughly related their definition of climate to morale , but admitted that time constraints restricted their consideration of that construct to the social interaction between the principal and the teachers. Their research examined teacher disengagement from the teaching-learning process, the extent to which the principal burdens teachers with routine duties and demands, teachers' perceptions that their personal needs are being satisfied and they are accomplishing positive things in their work, teachers' enjoyment of friendly social relations with each other, principals' aloofness and reliance on rules and policies rather than informal contacts with teachers, closeness of supervision of teachers by the principal, teacher perceptions that the principal is working to move the organization in positive directions, and teacher perceptions that the principal treats them humanely. All of these factors combine to help define the climate of a school.

The word "competency" is synonymous with the relative terms of quality, efficiency, suitable or sufficient. Its dictionary meanings are ability, power, skill or talent to do something. Hyland (1995) states "Competence

implies to the satisfaction of basic minimum standards ". Teaching competency is a set of abilities, knowledge and belief which a teacher possesses and also uses for an effective teaching and learning process. In other words, competency is the possession of sufficient skills and undertaking to do a certain kind of work satisfactorily. Competence does not equate with excellence, it does imply a level of proficiency that has been judged to be sufficient for the purpose of the activity in question. Whitty and Willmoot (1995) perceive competence as It encompasses intellectual , cognitive and attitudinal dimensions as well as performance.

The studies conducted by Flippo, Rona F., and Carol R. Foster (1984), Gudridge, Beatrice M (1980), Hyman, Ronald T (1984), Joki, Russell A (1982), Pearson, Allen T (1980), Sweeney, Jim, and Richard Manatt (1982) Showed that Organizational climate and Morale of teachers are related. This motivated the investigator to check whether group differences among the teachers based on subsamples have any influence on the relationship between these two variables.

HYPOTHESES OF THE STUDY

The following hypotheses guided the course of the study:

1. There will be significant difference in means of Teaching Competence among the different groups of teachers with different levels of Organisational Climate Perception

2. There will be significant relationship between 'Teaching Competence' and 'Organisational Climate Perception' among primary school teachers for the (a) total Sample, (b) relevant subsamples based on gender, locality of the school, type of institution, educational qualification, and teaching experiences.
3. The correlations obtained between 'Teaching Competence' and 'Organisational Climate Perception' for the comparable subsamples based on gender locality of the school, type of institution, educational qualification and teaching experience will not differ significantly.

OBJECTIVES OF THE STUDY

The first objective of the study is to test the significance of difference in means of Teaching Competence among the different groups of teachers with different levels (High, average and low) of Organisational Climate Perception. The second objective of the study is to test the influence of the sub samples based on gender, locality of the school, type of institution, educational qualification and teaching experience on the relationship between 'Teaching Competence' and 'Organisational Climate Perception' of primary school teachers.

PROCEDURE

The independent variable of the present study is 'Organisational Climate Perception' of primary school teachers. The dependent variable of

the present study is 'Teaching Competence' of primary school teachers. Gender, Locality of the school, Type of institution, Educational qualification, and Teaching experience of primary school teachers were treated as criterion variables for identifying sub samples

Sample selected for the study was based on stratified random sample technique. The primary school teachers of Kollam district of kerala state in India was taken as the sample for the study. The final sample of the study consisted of 242 primary school teachers. Due representation was given to sex and locale as the strata of population.

Two newly constructed tools entitled 'Organisational Climate Perception' Questionnaire and Teaching Competence Rating Scale were administered on the sample for the collection of data. The items in Teaching Competence Rating Scale are indicative of teacher competencies and items in Organisational Climate Perception Questionnaire are indicative of organisational climate perception from their institution. Provision was given within the scale it self for making responses. The validity and reliability of the tools were established by appropriate methods.

Statistical Techniques Used for the study include Mean, Median, Mode, Standard deviation, Skewness, Kurtosis, Significance of Difference between two Means and Karl Pearson's Product Moment Co-efficient of Correlation.

STATISTICAL ANALYSIS

Test of Significance of Difference in Means of Teaching Competence Among The Three Groups Teachers With Different Levels of Organisational Climate Perception

In the present study the investigator classified the whole sample on the basis of 'Organisational Climate Perception' into three groups namely High, Average and low. Means of 'Teaching Competence' of these three groups were computed for testing the mean difference between means using the two tailed test of significance. The statistical data used and the results are given in table.1

Table 1
Summary of The Test Of Significance Of Difference In Teaching Competence Among The Three Groups of Primary School Teachers With Different Levels of Organisational Climate Perception

Variable	Groups Compared						Critical Ratio
Organizational Climate Perception	HIGH X AVERAGE						3.2562*
	M1	SD	N1	M2	SD	N2	
	142.6312	32.0462	61	136.4232	36.3848	129	
	HIGH X LOW						4.3784*
	M1	SD	N1	M2	SD	N2	
	142.6312	32.0462	61	118.2842	38.4231	53	
	AVERAGE X LOW						5.3261*
	M1	SD	N1	M2	SD	N2	
	136.4232	36.3848	129	118.2842	38.4231	53	

* Indicates significance at 0.01 level.

The critical ratio obtained for the difference in means scores of Teaching Competence for the groups high and average is 3.2562 this value is greater than the value to be significant at 0.01 level i.e, 2.58. This reveals that groups of high and average organisational climate perception differ significantly in their teaching competence.

The critical ratio obtained for the difference in means scores of Teaching Competence for the groups high and low is 4.3784 this value is

grater than the value to be significant at 0.01 level i.e, 2.58. This reveals that groups of high and low organisational climate perception differ significantly in their teaching competence.

Teaching Competence for the groups average and low is 5.3261 this value is grater than the value to be significant at 0.01 level i.e, 2.58. This reveals that groups of high and low organisational climate perception differ significantly in their teaching competence.

CORRELATIONAL ANALYSIS

The details of correlation for the whole sample and sub samples based on Gender, Locality of the school, Type of Institution, Educational Qualification and Teaching experience were studied with correlational analysis , along with details of test of significance of correlations between Teaching Competence and Organisational Climate Perception and the 0.01 level of confidence interval for the whole sample and relevant sub samples and percentage of overlap for the whole and relevant sub samples are given in Table.2 .

Table No.2**Details of Relationship Between Teaching Competence and Organisational Climate Perception of primary school teachers**

Sample	N	r
Total	242	0.3312
Male	41	0.1562
Female	201	0.4134
Panchayat(Rural)	169	0.2807
Municipality(Semi Urban)	36	0.4148
Corporation(Urban)	37	0.3423
Government managed	49	0.4841
Government Aided private schools	153	0.2826
Self financing schools	40	0.4596
TTC as educational qualification	105	0.5515
Degree with B.Ed as educational qualification	84	0.2608
PG with B.Ed as educational qualification	53	0.0991
1-5 Years(Experience)	74	0.3781
5-15 Years(Experience)	84	0.2999
15Above Years(Experience)	84	0.3213

The table shows that relationship between 'Organisational Climate Perception' and 'Teaching Competence' is found to be significant at 0.01 probability level for the total sample as well as for the sub samples based on

gender, Locality of the school, Type of Institution, Educational qualification and Teaching experience. The correlation obtained for the total sample and all the sub samples are positive. From these it can be concluded that there exist a significant positive relationship between the variables organisational climate perception and teaching competence of primary school teachers though it is substantial.

COMPARISON OF CORRELATIONS OBTAINED FOR COMPARABLE SUBSAMPLES

The correlations obtained between Organisational Climate Perception and Teaching Competence for sub sample based on gender, type of institution, locality of the school, educational qualification and teaching experience were compared. The results of the comparison is given in table3.

Table No.3
Significance of difference in 'r' s between
' Teaching Competence' and 'Organisational Climate Perception'
of Comparable sub samples

Sample size		Correlations		Critical Ratio
Males 41	Females 201	Males 0.1562	Females 0.4134	1.60
Rural 36	Urban 169	Rural 0.4148	Urban 0.2807	0.795
Govt 49	Unaided 153	Govt 0.4841	Unaided 0.2826	1.4
Aided 153	Unaided 49	Aided 0.2826	Unaided 0.4596	1.12
Govt. 49	Unaided 40	Govt 0.4841	Unaided 0.4596	1.1414
Municipality 36	Panchayath 37	Municipality 0.4148	Panchayath 0.3423	0.340
Corporation 37	Panchayath 169	Corporation 0.3423	Panchayath 0.2807	0.3657
1 to 5 years 74	6 to 15 years 84	1 to 5 years 0.3781	6 to 15 years 0.2999	0.5545
15 – above 84	6 to 15 years 84	15 – above 0.3213	6 to 15 years 0.2999	0.160
1 to 5 years 74	15 – above 84	1 to 5 years 0.3781	15 – above 0.3213	0.4007
Degree with B 84	T.T.C 105	Degree with B 0.2608	T.T.C 0.5515	2.044
Degree, B.Ed. 40	P.G., B.Ed. 153	Degree, B.Ed. 0.4596	P.G., B.Ed. 0.2826	1.12
P.G., B.Ed. 53	T.T.C 105	P.G., B.Ed. 0.0991	T.T.C 0.5515	3.06

Results shows that there is no significant difference in correlations between Organisational Climate Perception and Teaching Competence for the comparable subsamples based on gender ,type of institution, locality of the school, educational qualification and teaching experience of primary school teachers. The only exemption was the correlations between Organisational Climate Perception and Teaching Competence obtained for the subsamples based on P.G B.Ed and T.T.C as there educational qualification. Hence it can be concluded that except for the correlations obtained between the subsamples based on teachers educational qualification as P.G B.Ed and T.T.C, all other variables selected for the study ie gender ,type of institution, locality of the school, and teaching experience have no influence on the degree of relationship between organisational climate perception and teaching competence.

CONCLUSIONS

The test of significance in means of Teaching Competence among the different groups of teachers with different levels of Organisational Climate Perception help the investigator to conclude that Organisational Climate Perception has a crucial role in deciding the Teaching Competence of primary school teachers. The results of the correlational analysis shows that there exist significant relationship between 'Teaching Competence' and 'Organisational Climate Perception' among primary school teachers for the total Sample and for relevant sub samples based on gender, locality of the school, type of institution, educational

qualification, and teaching experiences. Except for the correlations obtained between the sub samples based on teachers educational qualification as P.G B.Ed and T.T.C, all other variables selected for the study ie., gender ,type of institution, locality of the school, and teaching experience have no influence on the degree of relationship between organisational climate perception and teaching competence.

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