Ind. J. of Landscape Systems and Ecological Studies **43** (1) March - 2020, 127- 141 **ISSN 0971-4170**

Organizational Climate of Teacher Education Institutions in and Around Kolkata

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Abstract : *Students' all-round development is predominantly ensured by the teachers' involvement in the job. One factor that contributes appreciably to teacher performance is the organizational climate and it also affects the level of satisfaction of the teachers of the particular institution. The present study involving the teacher education institutions in Kolkata city and its outskirts investigates status of physical climate of the institutes, compares the organizational climate of government-aided and self-financed teacher education institutions and assesses the difference spatial difference in terms of organisational climate and job satisfaction of teacher educators. A sample of 317 teacher educators was drawn from 32 teacher education institutions in and around Kolkata by using random sampling. For constructing institutional climate scale twenty-nine items have been taken into account covering five dimensions -physical resources, co-curricular activities, inter-personal relationship, sense of safety and satisfaction with job. Analyses have been done through five-point Likert scaling, weighted index method and chi-square test. The findings of the study that can be highlighted are - there is much room for improvement of physical climate of the institutes; the organizational climate of the government-aided institutes are much well-off than the private counterparts and job satisfaction of the teacher educators are neither directly linked with spatial location of institutions nor with the quality of the organizational climate.*

Keywords : *Organizational climate, Job satisfaction, Teacher education institutions, Physical climate, Teacher educator*

Introduction

Teachers are arguably one of the most vital pillars of education system of any country. Teachers must be physically, mentally, economically and socially balanced, to be able to offer a constructive approach. Teachers give students purpose, set them up for success and inspire them to do well in life. For this purpose,certain degreeof autonomy has to be allowed to the teacher so that he or she would be able to meet the numerous needs of youngsters (Panneerselvam &

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Muthamizhselvan, 2015). The main activities of the teachers are teaching, evaluating, communicating, guiding and counselling, organizing co-curricular activities, participating in community programmes, diagnosing and solving problems of students and so on. For fulfilling this kind of activities teacher education is concerned with aspects like effective teaching and quality teachers (Chakraborty, 2017). But the process of making quality teachers is possible only when the equal manner of freedom and flexibility are given to the teachers as well as to the students. His or her perspectives and thoughts have to also be heard via his superiors and colleagues, who frequently take decisions that have an effect on the instantaneous institutional climate in the institution (Panneerselvam&Muthamizhselvan, 2015).Institutional climate can be visualized as a personality sketch of the institution, as personality describes acharacter, so climate defines the essence of an institution (Sharma, 1982). A teacher will display creative, inspirational, and innovative work patterns if the work climate or the institutional climate growing in a positive direction (Gemnafle,et al., 2016). Organizational climate in depth is the perception of individuals or members of the organization on various aspects and activities within an organization (Owens, 2004). It is widely known reality that the quality of learner achievement is determined mostly by teacher competence, sensitivity and motivation (Ghosh & Guha, 2016), above all if teachers are not satisfied and content then the holistic approach of teacher education cannot be fulfilled. The institutional climate influences the behaviour of teachers (Akhilesh,2013). According to Tagiuri (1968) organizational climate composed of four dimensions: (I) Ecology which is related to physical factors of the institution including infrastructure and technology (II) Milieu refers to social environment of all the members of the institution including students' motivation, teachers' job satisfaction (III) Social System refers to administrative structure of the institution (IV) Culture means values and belief system of the people engaged with the institution. So, openness of organizational climate plays a crucial role for the betterment of any institution which largely depends on communication and interaction pattern amongst its stakeholders. An open climate is characterised by teachers whoare professional, cordial, collegial, friendly and committed towards educating the students and the heads of the institutions who are supportive, professional and does not restrict teachers with orders. On the other hand, a closed climate is characterised by non-professional teachers who are disengaged, distant and also with restrictive and non-supportive head of the institute.

Previous Works

Halpin and Croft (1963) came up with six types of climates in an educational institute on a continuum: open, autonomous, controlled, familiar, paternal, and closed. An open climate is one characterized by genuineness, low hindrance and high esprit of teachers along with high thrust and consideration of the principal. In an autonomous climate, teachers tend to possess complete freedom to conduct their work and fulfil their social needs as they wish. The controlled organisational climate is highly task oriented with principals dominating over all activities. In the familiar organisational climate, there is high degree of consideration and intimacy with little emphasis on production; a congenial and friendly atmosphere exists between principals and teachers. The paternal climate is referred to as one in which the principal discourages the emergence of leadership acts

from the teachers and attempts to solely retain leadership while the teachers compete with one another. The closed climate is characterized by high disengagement, high hindrance, low spirit and average intimacy of teachers and high thrust of the principal with inadequate communication among all. Sharma (1971), Sahani (1972), Tripathy (1973) and Shah (1981) through their studies on schools from various parts of India opined that open climate was more conducive for student's success.A different angle was exposed when Chopra (1982) and Ismael (1989) conducted a study on organizational climate of schools and job satisfaction of teachers too.

Chakraborty (1990) discovered that in secondary schools of West Bengal the paternal climate was most frequently perceived followed by controlled climate. Patel (1995) studied organizational climate in higher secondary schools of Gujarat and highlighted a gender-based distinction with the girls' schools having more of open climate. Similar views were echoed by Babu & Reddy (1998) while studying the organizational climate of schools in relation to type of school and sex of teachers. Selamat&Samsu (2013) investigated the impact of organizational climate on teachers' overall performance in secondary schools of place and confirmed that teachers were unable to perform well when the organizational climate was not conducive. While carrying out a study on organizational climate of elementary schools and its resultant effect on job satisfaction of teachers Rani & Rani (2014) confirmed that organizational climate of standard schools is negligibly correlated with job satisfaction. Tiwary (2014) investigated organizational climate in higher education institutions of Madhya Pradesh and derived that organizational climate had a widespread impact on job satisfaction and overall performance of the faculties.

The Study Area

In order to get a deep understanding of the selected phenomenon in Kolkata and its neighbouring areas, a centroid on the basis of latitudinal and longitudinal extent of Kolkata has been used and a circle with a radius of 14 kilometreshas been constructed to delineate the study area. The selected area includes parts of Haora, North 24 Parganas and South 24 Parganas districtsat the outskirts Kolkata.

Objectives

- To find out the status of physical climate in teacher education institutions.
- To compare the institutional climate of government-aided and self-financed teacher education institutions.
- To assess the difference between Kolkata city proper (i.e. Kolkata Municipal Corporation) and its outskirts in terms of organisational climate and job satisfaction of teacher educators.

Hypothesis

- **H^O1:**There is no significant difference in the institutional climate of government-aided and self-financed institutions.

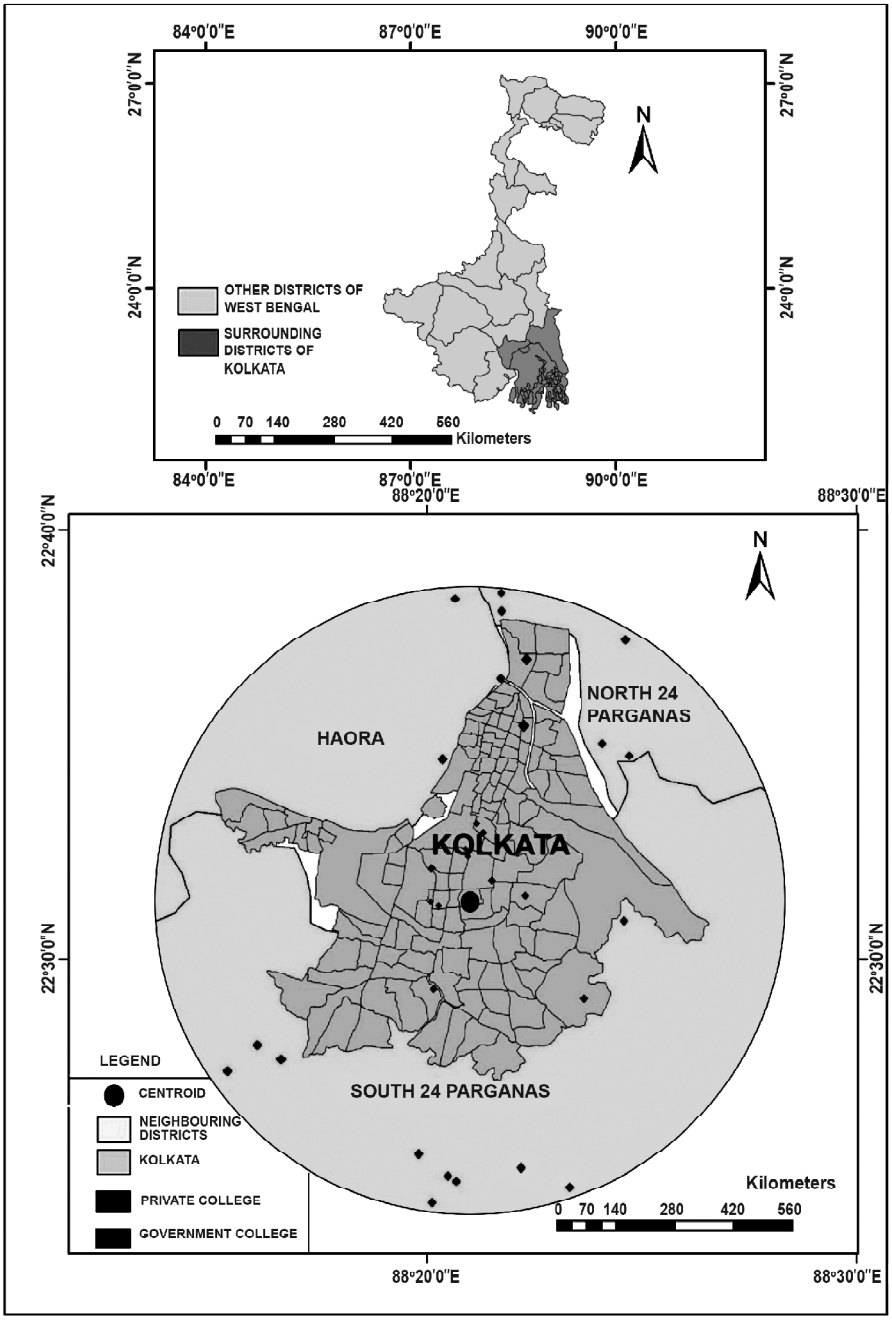

Fig. 1: Delineating the study area - Kolkata and parts of the adjoining districts

- **$H^{1}1$:** There is significant difference in the institutional climate of government-aided and self-financed institutions.
- **$H^{O}2$:** There is no significant differencein institutional climate of urban and rural teacher education institutions.
- **$H^{1}2$:** There is significant difference ininstitutional climate of urban and rural teacher education institutions.

Methodology

The purpose of this study is to observe the institutional climate of teacher education institutions and its effects on teacher educators.

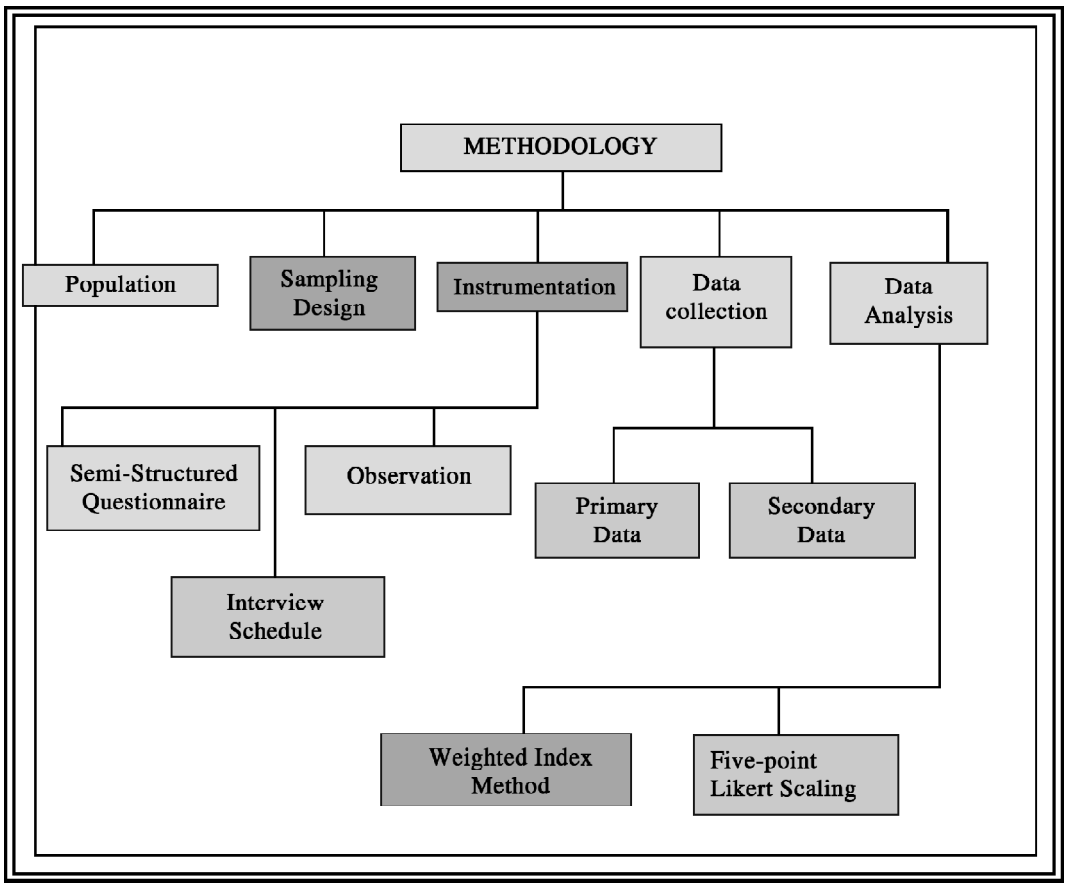

Figure 2: *Methodological structure of the study*

Population of the study consisted of all the teacher educators from all the teacher education institutions popularly known as B.Ed. colleges of Kolkata and selected parts of Haora, North 24 Parganas and South 24 Parganas.As a sample a smaller group has been obtained from the population. In this case simple random sampling has been done based on the availability of the subjects. Sample of 317 teacher educators had been selected from 32 B.Ed. colleges out of which 189 were female teachers and 128 were male teachers. The majority of teachers were between the ages of 30 to 46years, with few outliers.

The basic instruments used for collecting the primary data regarding this issue are – semi-structured questionnaire, interview schedule, and observation. Questionnaire for teachers consisted of three sections - the first section of the questionnaire requested demographic data including individual information, second section consists of their perception regarding institutional climate and the last section covered various aspects to understand the level of job satisfaction among teachers.

Secondary data was acquired from newspaper, annual reports and previous research works. For constructing institutional climate scale twenty-nine items have been taken into account covering five dimensions. These dimensions are: physical resources, co-curricular activities, inter-personal relationship, sense of safety and satisfaction with job. The dimensions have been dealt by using weighted index method and five-point likert scaling. For graphical expressions Excel v2013 and for statistical analysis like t-test and Chi-square analysis IBM SPSS v23.0 were used.

Results and Discussion

Status of physical climate:

To know the status of institutional climate of teacher education institutions, at first condition of all existing infrastructure was observed and related information collected through teachers'opinion from the particular college.All the data related to physical resources has been divided into two sections i.e. primary academic resources and other associated amenities. Initial binary values 0 and 1 were allotted according to the absence and presence of the selected amenity. Then weightage was given to each item as per the researcher's discretion (higher the importance attached greater is the weight given). Eleven items under primary academic resources are: classroom (weightage-6), library (weightage-5.5), computer laboratory (weightage-5), science laboratory(weightage-4.5) social sciencelaboratory (weightage-4), math laboratory (weightage-3.5), languagelaboratory (weightage-3), musiclaboratory (weightage-2.5), and seminar hall (weightage-2), free internet access(weightage-1.5) and auditoria lecture classroom (weightage-1) whilesix items under other associated amenities are: staffroom (weightage-3.5), purified drinking water (weightage-3), electricity with backup (weightage- 2.5), canteen (weightage-2), playground (weightage-1.5) and hostel (weightage-1). After giving all the weightage against each item the combined score has been calculated as shown in the table.

Table 1: Combined score of physical climate of teacher education institutions based on primary academic resources and other associated amenities.

Sl. No.	Name of the Colleges	District	Primary Academic Resources	Other Associated Amenities	Combined Score
1	Acharya Jagadish Chandra Bose College, Kolkata	Kolkata	27	10	37
2	Adamas Institute of Teacher Education	North 24 Parganas	32.5	13.5	46
3	Arya Bharat Sikshya Pratisthan	North 24 Parganas	16	8	24
4	Bijoy Krishna Girls' College, Howrah	Haora	34.5	11	45.5
5	Biswanath Institute of B.Ed. College	South 24 Parganas	16	8	24
6	Calcutta Girls' B.T College, Kolkata	Kolkata	32.5	10	42.5
7	Debnarayan Shiksha Sansthan	South 24 Parganas	20	8	28
8	Department of Education, University of Calcutta	Kolkata	38.5	13.5	52
9	Dr. B.R. Ambedkar Institute of Education	South 24 Parganas	21	8	29
10	El-Bethel College	South 24 Parganas	29	10.5	39.5
11	George College	Kolkata	21	8	29
12	Gopal Chandra Memorial College of Education	North 24 Parganas	34.5	10	44.5
13	Institute of Education for Women, Hastings House, Kolkata	Kolkata	36	9	45
14	Imperial Institute of Education and Training	South 24 Parganas	21	8	29
15	Jyotirmoy School of Education	South 24 Parganas	22.5	10.5	33
16	K.S.S.Jain College of Education	Kolkata	25	10	35
17	Lieutenant Abhishek Ray Chaudhuri Teachers Training College	South 24 Parganas	21	11	32
18	Loreto College, Kolkata	Kolkata	29.5	10	39.5

Table 1: Contd..

19	Mass Education Teachers Training Institute	South 24 Parganas	25	8	33
20	M Hossain Teachers Training Institute	Kolkata	16	8	24
21	National College of Education	North 24 Parganas	25	10	35
22	Pailan College of Education 24 Parganas	South	33	13.5	46.5
23	Ramkrishna Mission Sikshanmandira, Howrah	Haora	37	13.5	50.5
24	Scottish Church College, Kolkata	Kolkata	32.5	10	42.5
25	Shri Shiksayatan College, Kolkata	Kolkata	33.5	12.5	46
26	Sishu Bikash College of Education	South 24 Parganas	21	9	30
27	St. Xavier's College, Kolkata	Kolkata	35	12.5	47.5
28	Sundarban Miority B.Ed. College	South 24 Parganas	16	8	24
29	Surendralal Das Teachers Training College	Haora	20	10	30
30	Swami Vivekananda College of Education for Women	North 24 Parganas	27.5	8	35.5
31	Syamaprasad Institute of Education & Training	Kolkata	21	8	29
32	Viharilal College of Education	Kolkata	25	11	36

Source: WBUTTEPA and primary survey, 2019

From the above scores, institutional climate based on physical resources has been divided into three categories: Excellent (37-55), Satisfactory (32-36) and Below par (20-31) and have been represented graphically.

The above figure shows that 32% (10) and 40% (13) of teacher education institutions' physical climate is low and average respectively while 28% (09) collegepossess high physical climate.

Another aspect that has been unravelled is the spatial dimension of the physical climate of the said institutions. In Kolkata, 77% (10 colleges, out of 13) institutions possess excellent physical climate followed by Haora- 66% (2 colleges, out of 3), North 24 Parganas- 40% (2 colleges, out of 5) and South 24 Parganas- 20% (2 colleges, out of 10). So, clearly the physical climate of the institutions located within Kolkata city proper are way ahead than its counterparts in the outskirts.

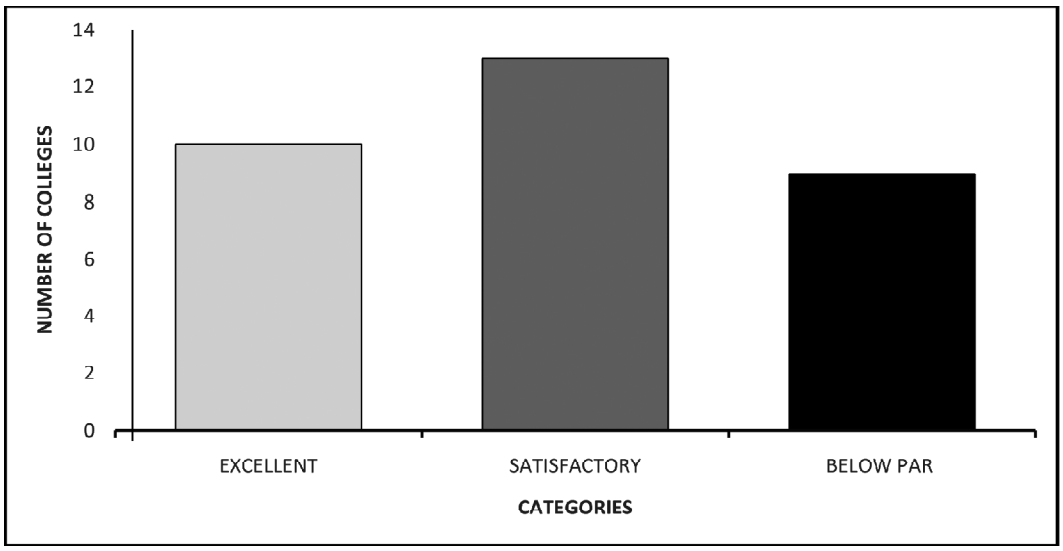

Fig. 3: Status of physical climate of the selected teacher education institutions.

Data source:Primary Survey, 2019

Institutional climate of government and self-financed teacher education institutions

Teacher education institutions are for teachers of various levels and these teacher education institutions required recognition from National Council for Teacher Education. These institutions are mainly two types; Government institutions are generally run by government authorities or get direct government aid. The self-financed teacher education institutions are the establishments which do not get any financial aid from Governments. Instead, these institutions meet out their expenses from the fee charged from college students. However, these self-financed institutions are required to abide by the rules and regulations framed by the government authorities and regulatory/accrediting bodies now and again. But the flouting of regulations and rules through these establishments is not uncommon. They are frequently accused of charging hefty rate and not offering required facilities. The teachers working in there often accuse these institutions of not paying salaries as per the government stipulated scale.

A test of significance has been run to ascertain whether there is any difference in the institutional climate of the above mentioned two categories of institutions.

H^0: There is no significant difference in the institutional climate of government-aided and self-financed institutions.

H^1: There is significant difference in the institutional climate of government-aided and self-financed institutions.

Table 2: Test of significant difference among the type of institutions in institutional climate covering five dimensions.

Dimension of Institutional Climate	Type of Institution	No. of Colleges	Mean X	SD	Calculated t-value
Physical Resources	*Govt.*	08	13.25	5.64	3.84
	Self-financed	24	9.25	9.06	***significant***
Co-curricular Activities	*Govt.*	08	4.63	1.69	3.36
	Self-financed	24	2.8	2.08	***significant***
Inter-personal Relationship	*Govt.*	08	19.8	4.10	0.72
	Self-financed	24	19.18	5.28	*Not* ***significant***
Safety Issues	*Govt.*	08	07	3.14	2.82
	Self-financed	24	4.79	5.30	***significant***
Job Satisfaction	*Govt.*	08	23.125	1.26	7.69
	Self-financed	24	18.62	4.42	***significant***
Total		32	67.805	15.83	3.246
			54.64	26.14	***significant***

Source: WBUTTEPA and primary survey, 2019

Table-2 shows five dimensions of institutional climate of aided and self-financed institutions and the t-values indicate that it is statistically significant for physical resources, co-curricular activities, safety issues and job satisfaction dimensions of institutional climate. The t-value for inter-personal relationship is statistically insignificant. Final t value (3.246) was significant at 0.05 level.Hence overall institutional climate is statistically significant. So, $H_O$was rejectedand alternative hypothesis (H^1) accepted. Thus,this table reveals that government and self-financed institutions differ in institutional climate.Mehrotra (2004) showed that teachers of private and government schools have significant differences in four dimensions of organisational climate: pay, work, promotion and supervision. Though Sharma (1982) found that institutional climate of aided and self-financed institutions is similar. However, in this study the overall mean values from above table suggest better institutional climate in government institutions.The latent reasons behind this might be - the government colleges are much older institutes having greater exposure in the field, they receive the necessary funds for improving infrastructural facilities from the government directly, the teachers are all in substantive posts so the job insecurity is not there, the principal and teachers share more colleague like camaraderie than an authoritarian one.

Varying institutional or organizational climate and job satisfaction among teacher education institutionsfrom city proper and its outskirts

In proper Kolkata city, there are 5 government and 8 self-financed institutions. While the surrounding region covers 3 government and 15 self-financed institutions. All these institutions' organizational climate considering 5 dimensions i.e. physical resources, co-curricular activities, inter-personal relationship, safety issues, and job satisfaction.

Tests of significance have been run to ascertain whether there is any difference in the institutional climate and job satisfaction level in the institutions due to spatial difference.

H^O: There is no significant difference in institutional climate of urban and rural teacher education institutions.

H^1: There is significant difference in institutional climate of urban and rural teacher education institutions.

Table 3: Test of significant difference of organizational climate of B.Ed. colleges from proper city and its outskirt region.

Locale variation	No. of Colleges	Mean X	SD	Calculated t-value
City Proper	13	19.9	16.08	2.39
Outskirt Region	19	16	29.04	*Significant*

The analysis in table-3shows that the calculated t value was 2.39 which was significant at 0.05 level. Hence, the organizational climate between urban and rural institutions found to be different. So, $H^O$was rejected and H^1 is accepted. Physical resources and safety issues are the leading parameters which are mainly responsible for creating significant difference between Kolkata and its surrounding region.

Table 4: Test of significant difference of job satisfaction of teacher educators of B.Ed. colleges from proper city and its outskirt region

Locale variation	No. of Colleges	Mean X	SD	Calculated t-value
City Proper	13	40.2	42.78	1.31
Outskirt Region	19	36.8	65.04	*Not significant*

From the table-4 it was observed that in terms of job satisfaction of teacher educators, there was no significant difference between urban and rural institutions because the calculated t value (1.31) was not significant at 0.05 level. So, it can be said that there was no significant difference among rural and urban teacher educators' job satisfaction.

There is a popular belief that with favourable organizational climate the degree of job satisfaction among the teachers increases. But for the case in point, job satisfaction is not directly linked with organizational climate; may be some other forces like pay package, working hours, transportation facilities have more impact on the changing level of satisfaction. To ascertain the latent factors further investigations are to be made.

Table 5: Chi Square test for calculating relationship between physical climate of an institute and teacher educators' job satisfaction

Elements	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	768.000[a]	720	.105
Likelihood Ratio	200.306	720	1.000
Linear-by-Linear Association	15.110	1	.000
No. of Valid Cases	32		
a. 775 cells (100.0%) have expected count less than 5. The minimum expected count is .03.			

In this case, the value of the chi square statistic is 768.00 and the *p*-value which is displayed in Asymptotic Significance (2-sided) column, is greater than the standard alpha value (normally .05), so one has to accept the null hypothesis that asserts the two variables are independent of each other. The result suggests that the two variables of institutional climate; physical climate and teacher educators' job satisfaction are not associated with each other.

Major findings

The present study has given the following findings-

- The status of physical climate is not similar across all teacher education institutions though they are all affiliated under a single university and are bound to follow certain regulations to maintain parity.
- Condition of existing physical climate or supporting infrastructure of government institutions was more favourable for teacher educators than that of self-financed institutions.
- There is a significant difference in institutional climate as perceived by teacher educators of government and self-financed institution.
- Teacher educators of self-financed institutions were less satisfied with their job than those of government institutions.
- There is a significant difference in the status of organizational climate of teacher education institutions from Kolkata city and its outskirt region. However, from the mean scores it was

revealed that the institutions from outskirt region were relatively low level than the institutions of Kolkata.

- There was no significant difference in the level of job satisfaction of teacher educators from Kolkata and its surrounding zone. Besides, there was no significant positive association between physical climate and Teacher educators' job satisfaction. That means teacher educators' job satisfaction does not directly depend on institution's physical climate.

Conclusion

Finally, this study concluded that the organizational climate of teacher education institutions differs formidably. Type of management influences the organizational climate significantly and spatiality also determines institutional climate because the locality of any institution affect its infrastructural facilities. Another facet that has come out from this study is that level of job satisfaction of teacher educators from government and private institutions differs remarkably although this particular variable does not differ significantly with reference to locational differences. Teacher educators from self-financed institution mostly dissatisfied regarding their job. This study indicates that every institution to enhance job satisfaction among teachers should maintain or create a healthy institutional climate which will not only ensure better performance of teachers but also of students and other staff of the institution and in turn would help in the overall development of that institution. Further studies would reveal the factors responsible for dissatisfaction among teacher educators of self-financed institutions and distinctness between organizational climates of teacher education institutions from city proper and its outskirts.

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Regd. No. S/43732 of 1983-84 ISSN: 09714170 UGC Journal No. 20798

Founder editor: PROF. S. C. MUKHOPADHYAY, D. Sc.

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