

## A Study of Relationship of Perception of Organisational Climate and Role Efficacy of Teacher Educators

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### Abstract

In today's global world, education plays a significant role in development of any country. Educational institutions play a crucial role in developing dynamic, multifaceted, committed future generations, who are able to sustain the global competition. Competencies of teachers at all stages of education and especially those catering to adolescents are an important factor in fulfilling the responsibilities and handling the role as a teacher effectively. The quality of the training and education at pre-service stage is very vital and important and goes a long way in making a teacher capable of shouldering this responsibility. Teacher educators and the institutes of teacher education have a decisive role to play in making their students into capable teachers. The climate of the institution may act as a contributing factor towards the perception of teacher educators to their institutions and their role which in turn may influence the work they do and the impact they create on their students – prospective teachers. The present paper tries to study if there is any relationship between organisational climate (OC) of teacher education institutes affiliated to University of Mumbai and role efficacy (RE) of teacher educators.

### Introduction

Educational institutions come into existence because of the social need to attain certain goals within their own boundaries. They impart knowledge, help in the development of skills and abilities and inculcate values in the students. Every educational institution has the responsibility of developing future generations through educational programmes in such a way that they develop into multi-faceted personalities and become contributing citizens of the country.

Educational institutions cater to the needs of students at various ages from pre-primary to degree and post-degree levels. Out of all these stages secondary and higher secondary stages are crucial. The professional education for prospective teachers during pre-service period influences the standard of the teachers produced. The quality of the training and education at pre-service

stage is vital and important in making teacher capable of shouldering this responsibility properly. Teacher educators and the institutes of teacher education have a decisive role to play in making their students into capable teachers. Teacher educators need to realise the importance of their role in developing efficient, capable, empathetic and committed teachers. They need to possess the efficacy towards their role, so as to achieve cognitive development and inculcate values in their students, the future teachers. The climate of the institution may act as a contributing factor towards the perception of teacher educators to their institutions and their role which in turn may influence the work they do and the impact they create on their students – prospective teachers.

**Concept of Organisational Climate (OC):**

Organisational climate is the set of perceptions shared by workers who occupy the same workplace. In an organisation, group of people working together have their inner motivational needs and characteristics, such as their individual temperament, intelligence, beliefs and perceptions. Interaction of these individual characteristics with the characteristics of the environment of organisation takes place continuously. According to Litwin and Stringer (1968) organisational climate is the sum of individual perceptions working in the organization. Organisational climate is the formal and informal shared perceptions of organisational policies, practices, and procedures (Schneider, 1975).

An educational institution has four major stakeholders namely students, teachers, principal and administrative staff. Constant interactions among them influence the quality of services provided by the institute, thus generating psycho-social environment which ultimately constitutes organisational climate. This makes 'organisational climate' an important aspect in the context of educational institutions.

**Concept of Role and Role Efficacy (RE):**

Organisations give a defined place to individuals as its members. In turn, individuals have certain obligations towards the organisation. Other members of the organisation have certain expectations from an individual and individual also expects to fulfil the same. These expectations and one's responses to them comprise the role. Role and office are considered to be two sides of same coin; office is a relational concept, whereas role is an obligational concept. The integration of the person and the role is possible when the role fulfils the needs of the individual and when the individual is able to contribute to the evolution of the role (Pareek, 1987).

In an organisation, effectiveness of a person depends on his own potential effectiveness, potential effectiveness of the role and all this is in the context of the climate of the organisation. The potential effectiveness is called as efficacy. 'Role Efficacy' is the psychological factor underlying 'Role Effectiveness' i.e. role efficacy is potential effectiveness of a role. Role Efficacy has three dimensions: Role Making verses Role Taking, Role Centring verses Role Entering and Role Linking verses Role Isolation. (Pareek, 1987).

**Review of Related Literature:**

**OC Studies:**

Gül (2000) and Cmbrink (2004) concluded that gender does not influence the perception of OC, contrary to the conclusions of Fouts (2004) and Castro (2008). Leslie (2004), Patterson (2004) and Merkys *et.al.* (2005) opined that OC depends on situation and context. Arvidsson (2006) and Samad (2004) concluded that creative OC contributes to learning and change. According to Hemmelgran (2006), Gunbayi (2007), Gupta (2007), Riggle (2007), Wienand *et.al.* (2007), Dennis *et. al* (2008), Angus (2009), Constantin (2009), Raza (2010), Zhang and Liu (2010), Ajaybabu and Mandakini Kumari (2011), Singh (2011), Farokhi and Murti (2014) OC influences the outcome of the organisation. Mohan and Ashok (2011) found that OC influences attitude towards profession and Arabac (2010) concluded that academic personnel have more positive perception of OC than administrative personnel.

**RE studies:**

Study conducted by PG Department of Education (1974), Felora and Edward (1977) found that role related factors are influenced by gender. Pestonjee and Desai (1993), Sayeed and Jain (2001), Anand (2002), Singh and Dhillon (2003), Agarwal and Bose (2004), Sayeed and Kumar (2010) Kaur and Kazi (2012) have found significant relationship between RE and components of OC. Sayeed (1992) concluded that RE being a structural concept, moderates relationship between individual and organisational processes. Pandey (1995) found negative relationship between role stress and RE. Pethe and Choudhary (2000) concluded that some dimensions of RE are significantly related to occupational self efficacy. Beauchamp (2002) concluded that RE is related to role performance. Sarkar (2009) found that employee empowerment enhances RE and Karve and Nair (2011) concluded that RE helps in becoming effective in entrepreneurial role.

From the review of the literature and in the changing scenario where role of TEs is undergoing change it was felt essential to find out whether perception of OC has any relation to RE. Hence the present research has attempted to explore the interrelationship among the variables OC and RE.

### Statement of the problem

“A Study of Organisational Climate in relation to Role Efficacy of Teacher Educators”

### Variables

1. Organisational Climate (OC)
2. Role Efficacy (RE)
3. Context Variables-
  - i) Gender (Gen : Male (M) – Female (F)),
  - ii) Type of Institution (ToI : Aided (A) – Unaided (UnA)),
  - iii) Nature of Appointment (NoA : Permanent (P) – Temporary (T))

### Operational Definitions of the variables:

1. **Organisational Climate (OC)** – For the present study concept of organisational climate is based on Litwin and Stringer's work (1968). They have identified nine dimensions of OC as structure, responsibility, reward, risk, warmth, support, standard, conflict and identity. OC has been operationalised as 'the perception of teacher educators towards their institute with reference to the nine dimensions given above'.

2. **Role Efficacy (RE)** - For this study ten dimensions specified by Udai Pareek are considered. They are, Self – Role integration, Proactivity, Creativity, Confrontation, Centrality, Influence, Personal Growth, Inter – Role Linkage, Helping Relationship and Superordination. RE has been operationalised as 'effectiveness of TEs in their role in their respective TEIs with respect to Role Making, Role Linking and Role Centering'.

Teacher Educator (TE) – Teacher Educators are Assistant Professors and Associate Professors in TEIs running B.Ed. programme and affiliated to University of Mumbai.

Teacher Education Institutes (TEIs) – Institutes affiliated to University of Mumbai and running Teacher Education (B. Ed.) programme.

### **Aim of the study**

1. To study OC in relation to RE of TEs.

### **Objectives**

1. To compare perceptions of OC on the basis of
  - i) Gender
  - ii) Type of Institution
  - iii) Nature of Appointment
2. To compare RE on the basis of
  - i) Gender
  - ii) Type of Institution
  - iii) Nature of Appointment
3. To ascertain the relationship of OC with RE on the basis of
  - i) Gender
  - ii) Type of Institution
  - iii) Nature of Appointment

### **Hypotheses**

1. There is no significant difference between OC of TEIs as perceived by TEs on the basis of
  - i) Gender
  - ii) Type of Institution
  - iii) Nature of Appointment
2. There is no significant difference between RE of TEs on the basis of
  - i) Gender
  - ii) Type of Institution
  - iii) Nature of Appointment
3. There is no significant relationship of OC with RE on the basis of
  - i) Gender
  - ii) Type of Institution
  - iii) Nature of Appointment

### **Scope and Limitations of the study**

The study focuses on perception of OC of TEs in relation to RE. The study of these variables has been carried out in context of Gen, ToI and NoA of TEs in TEIs running B.Ed. programme and affiliated to University of Mumbai.

## Sampling

The populations for the study were the TEIs affiliated to University of Mumbai in MMRDA region and TEs working in these TEIs. The total number of TEIs in the population was 82. Simple random technique was adopted as the technique for sampling of TEI and 50 TEIs were identified for the study. From these 50 TEIs, 283 TEs were identified using simple random technique. Thus multistage simple random technique was adopted for the present study.

## Tools Used

1. Organisational Climate (OC) – Researcher-made rating scale (Based on nine dimensions given by Litwin and Stringer, 1968)
2. Role Efficacy (RE) – Role Efficacy Scale by Udai Pareek (1993)

## Techniques of Data Analysis

Inferential analysis was done to test the hypotheses. t-test was used to test the difference between means of various context variables. Coefficient of Correlation was computed to ascertain the significance of association between variables. The Hypotheses were tested at 0.05 level of significance. The data analysis was done using MS EXCEL.

## Testing of Hypothesis 1:

The null hypothesis states that, There is no significant difference between OC of TEIs perceived by TEs on the basis of

- i) Gender
- ii) Type of Institution
- iii) Nature of Appointment

### The relevant statistics of perception of OC of TEs on the basis of Gen, ToI and NoA

**Table 1.a** Relevant Statistics of Perception of OC of TEs on the basis of Gen

Variable	Group	N	df	M	SD	t	Tabulated t	Result
Gen	M	40	281	128.275	16.747	1.118	1.97	NS
	F	243		125.033	18.458		(0.05 level of significance)	

**Table 1.b Relevant Statistics of Perception of OC of TEs on the basis of ToI**

Variable	Group	N	df	M	SD	t	Tabulated t	Result
ToI	A	86	281	127.442	18.444	1.182	1.97 (0.05 level of significance)	NS
	UnA	197		124.640	18.122			

**Table 1.c Relevant Statistics of Perception of OC of TEs on the basis of NoA**

Variable	Group	N	df	M	SD	t	Tabulated t	Result
NoA	P	162	281	126.661	18.024	1.245	1.97 (0.05 level of significance)	NS
	T	121		123.926	18.469			

From the obtained values of t, for differences in the perception of TEs on OC in context of Gen, ToI and NoA, as seen in tables above are,  $t = 1.118, 1.182, 1.245$  respectively, which are less than 1.97 at 0.05 level of significance. The null hypothesis is therefore retained. This means that both Male and Female TEs have similar perceptions of OC. Similarly, irrespective of the Type of Institute – Aided and Unaided and Nature of Appointment – Permanent and Temporary, TEs have similar perceptions of OC.

**Testing of Hypothesis 2:**

The null hypothesis states that, There is no significant difference between RE of TEs on the basis of

- i) Gender
- ii) Type of Institution
- iii) Nature of Appointment

**The relevant statistics of RE of TEs in context of Gen, ToI and NoA**

**Table 2.a Relevant Statistics of RE of TEs in context of Gen**

Variables	Groups	N	df	M	SD	t	Tabulated t	Result
Gen	M	40	281	30.275	5.134	1.343	1.97 (0.05 level of significance)	NS
	F	243		29.062	6.186			

**Table 2.b Relevant Statistics of RE of TEs on the basis of ToI**

Variables	Groups	N	df	M	SD	t	Tabulated t	Result
ToI	A	86	281	30.791	4.785	3.243	1.97	S (0.05 level of significance)
	UnA	197		28.553	6.426			

**Table 2.c Relevant Statistics of RE of TEs on the basis of NoA**

Variable	Group	N	df	M	SD	t	Tabulated t	Result
ToA	P	162	281	30.296	5.432	3.373	1.97	S (0.05 level of significance)
	T	121		27.810	6.558			

From the obtained values of t, for differences in RE of TEs in context of Gen, ToI and NoA, as seen in tables above are, t= 1.343, 3.243, 3.373 respectively. Obtained value of t is less than 1.97 at 0.05 level of significance, for Gen. The null hypothesis is therefore retained for the context variable Gen. But the obtained values of t are more than 1.97 at 0.05 level of significance, for ToI and NoA. The null hypothesis is therefore rejected for ToI and NoA.

This means that both Male and Female TEs have similar RE. But Type of Institute – Aided and Unaided and Nature of Appointment – Permanent and Temporary, influence RE of TEs.

**Testing of Hypothesis 3**

The null hypothesis states that there is no significant relationship between the perception of OC and RE of Teacher Educators with respect to

- i) Gender
- ii) Type of Institution
- iii) Nature of Appointment

Pearson's co-efficient of correlation (r) was used to test this hypothesis. This was calculated using MS Excel.

**Relationship between the perception of OC and RE of Tes in the context of Gen, ToI and NoA**

**Table 3.a Correlation of perception of OC with RE of TEs on the basis of Gen**

Criterion	Group	df	R	Tabulated r	LOS
Gen	M	281	0.612	0.113 (at 0.05 level)	S
	F		0.665		S

**Table 3.b Correlation of perception of OC with RE of TEs on the basis of ToI**

Criterion	Group	df	R	Tabulated r	LOS
ToI	A	281	0.697	0.113 (at 0.05 level)	S
	UnA		0.657		S

**Table 3.c Correlation of perception OC with RE of TEs on the basis of NoA**

Criterion	Group	df	R	Tabulated r	LOS
NoA	P	281	0.711	0.113 (at 0.05 level)	S
	T		0.614		S

This means that both Male and Female TEs have similar perceptions of OC. Similarly, irrespective of the Type of Institute – Aided and Unaided and Nature of Appointment – Permanent and Temporary, TEs have similar perceptions of OC.

Correlation of OC with RE is found to be significant, in the context of Gender, Type of Institute and Nature of Appointment. This means for both – Male and Female TEs, there exists substantially strong relationship between OC and RE. Similarly for TEs from Aided and Unaided Institutes as well as TEs having Permanent and Temporary Nature of Appointment, there exists substantially strong relationship between OC and RE.

### **Findings and Discussion of the Results**

1. Findings indicate that for variable OC, the perceptions of TEs show no significant difference with respect to all the context variables under consideration, namely, Gender, Type of Institution and Nature of Appointment for the sample studied.

OC is outcome of the perceptions of TEs. Literature shows that OC is influenced by the factors like leadership, relationship with colleagues, norms, values, gender etc. But in the present study no such influence of gender was observed. OC across all the TEIs was similar. This may be attributed to the structured and standardised pattern of TEIs and comparatively smaller size of the organisation, in case of each TEI. This makes the TEs have more frequent communication and close-knit ties, hence showing no significant differences in their perceptions towards OC.

B.Ed. is a structured professional education programme, governed by the norms, rules and regulations of the University of Mumbai and other controlling authorities. Hence the constraints of the structure, perceived by the TEs remain similar across the TEIs. The OC dimension of Reward, is almost absent in TEIs as there are no promotions or monetary gains, as is done in the corporate sector. Due to the structured educational programme, there is not much scope for risk

taking as is seen in the corporate sector. Each unit being small, there are close-knit relationships between the faculty. It can be seen that as far as dimensions of OC are concerned, the perceptions of Teacher Educators for OC remain similar in TEIs with respect to all the context variables under consideration, namely, Gender, ToI and NoA.

2. The difference in variable RE is not significant with respect to Gender but is found to be significant with respect to Type of Institution and Nature of Appointment for the sample studied. This may be because of the following reasons –

Aided TEIs are established institutions having streamlined processes. TEs working there are qualified as per required norms and having more exposure and better opportunities for their professional growth as compared to some Unaided TEIs. There is more connectivity and interaction among TEs from different Aided TEIs. This may be resulting in the significant difference in RE – Role Making, Role Linking and Role Centering - on the basis of the context variable of Type of Institution. This point is further confirmed with respect to the Nature of Appointment, namely, 'Permanent' and 'Temporary'. Aided TEIs, being more answerable to the authorities, follow all the norms and service rules. A TE gets confirmed after a period of two years. This does not happen in many of the UnA TEIs. Aided TEIs and Permanent NoA provide job security. RE being psychological factor underlying role effectiveness or potential role effectiveness, security of job is an important aspect. Hence, the results of ToI and NoA may be showing significant differences for the variable RE.

### **Conclusions:**

1. There is no significant difference between OC of TEIs as perceived by TEs in the context of Gen, Type of Institution and Nature of Appointment.
2. There is no significant difference between RE of TEIs in the context of Gen. But the difference is significant with respect to ToI and NoA.
3. There is significant relationship between perception of OC and RE of TES in TEIs, in the context of Gen, ToI and NoA.

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