



To Study Organizational Climate of Self Financed Teacher Education Institutions

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Abstract

Efforts have been made to measure organization climates of various types of institutions found in the society. Considering that climate is an important variable that affects the organizational behavior and institutional effectiveness, a large number of researchers have tried to survey and know how institutions differ with respect to their climates. Such a trend is found in almost all the fields, industry, education, medicine, social and religious fields. In the field of educational climate studies have focused secondary and primary schools. Review of related literature has revealed that there is a great dearth of such studies related to organizational climate of on Govt. aided and self financed teacher education institutions. It was in this background that the researcher was led to conduct a comparative study of the climates of Govt. aided and self financed teacher education institutions affiliated to C.C.S. University, Meerut.

Key words-*Organizational climate and Self financed teacher Education Institutions.*

Introduction

Institutional Differences in Organizational Climate

There are no two opinions that the institutions differ among themselves with respect to their organizational climates. Just as differences are found among individuals with respect to their personalities, differences are found to exist among organizations and institutions with respect to their climates. Studies of organizations and institutions have clearly demonstrated this fact. Hence, this has been found of great interest how they differ from one another.

In their original study **Halpin and Crafts (1963)** administered their OCDQ in 71 elementary schools in various parts of the country. It was found that the schools

varied in their climate profiles. In some schools teachers thought morale was high; in others somewhat lower. In some schools the principal was rated high on consideration; in others their principal evidence less consideration. This was the situation found on other scales of OCDQ also.

Sharma (1973) has also demonstrated that schools differ in terms of their climates.

Objective of the study

- To study organizational climate of self financed teacher education institutions.

Findings of the study

On the basis of finding of the study following conclusions were drawn.

- (i) Organizational climate of self financed Teacher education institutions consisted of complete harmony, little hindrance, more than normal support and satisfaction, normal authoritarianism thrust, academic emphasis, discipline and control, lack of facilities and restricted democracy.

(i) Implication of the study for Researchers

Present study dealt with three variables namely, organizational climate, Adjustment patterns and teaching effectiveness. These variables are related to the field of Education and Psychology. Therefore researcher scholar of education and Psychology can be benefited by the findings of the present study. Results of the present study will serve as basic data for the research scholars intend to pursue research work in the field of organizational climate, Adjustment and teaching effectiveness.

(ii) Implications of study findings for Managing Directors of the self-financed Teacher Education Institutions

Findings of the present study will be useful for managing directors of the self financed Teacher Education institutions, as these institutions are very young and Md.'s. can develop insight regarding organizational climate of these institutions.

Most of the self-financed institutions lack facilities in comparison to govt. aided colleges. They should try to develop there infrastructural facilities. Findings of the study will serve as feedback to them. Regarding Nine dimensions of the organizational climate, adjustment pattern of the students and their teaching effectiveness, They can ask their principals and teacher educators to develop needed type of organizational climate in the institutions, so that, goal of the college can be achieved.

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