



To Study Organizational Climate of Govt. Aided Teacher Education Institutions

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Abstract

In the area of globalization which demands human and industrial development on highly competetiums, privation of higher education, particularly of its technical and educational components seems inevitable and essential. It is a fact that higher education facing resource crunch has come to stay and the spurt in private demand for technical and professional courses will continue due to increasing-economic development needs of country. The order of Hon'ble Supreme court of India in the case of T.M. Pai and others versus State of Karnataka dealing with establishment an administration of private professional and other educational institutions seems to be in appreciation and support of his contention. As a result privatization of higher education as a hard reality and gradual rise in private initiative in higher education only reinforces this ground reality. However, it is also true that privatization of higher education has accrued mainly in professional courses with an obvious approval of various regulatory bodies. It seems that now privatization of higher education particularly of professional and technical education cannot be ignores. It has become part of system. The question now is as to what extent and in what form and with what safeguards it should be accepted so that it can contribute in the development of higher education without making any compromise on the aspect of quality of education, equity and social solidarity. In order to answer these and similar other question and to ensure proper safeguards against exploitative and harmful aspect of privatization of higher education it is necessary to discuss process of privatization of higher education.

Key words-*Organizational climate and govt. aided Institution*

Introduction

No doubt corporatization of higher education has the charm of operational freedom and availability of professional management and adequate funding but it carries serious risk of commercialization of education leading to high level of profiteering, domination of elitist group in the admission and loss of moral values. This kind of privatization may create disparities between affluent and poor students and may cause serious and even pure natural sciences. Societies committed to democratic values of equity and equality of opportunity for development soutry to distance them from this extreme form of privatization of higher education.

The Organizational Environment-

The Organizational environment has been defined, used and labeled differently in different fields. In the field of medicine, particularly in the field of psychotherapy it has forces impinging upon him. Each learner is supposed to be living in a unique educational environment. This uniqueness of the environment is considered responsible for differences in the academic achievement. Educational environment has been defined as ‘the conditions, processes and psychological stimuli which affect the educational achievement of the child’. It refers to those forces in the environment of the learner which have the potentiality to contribute to the academic development of the learner. These forces may be a part of the school environment, home environment, or the environment of various other social organizations.

Hunt and Sullivan (1974) consider such activities as teaching methods, institutional programs as well as school climate to be the features of the educational environment.

Objectives of the study

- 1-** To study organizational climate of Govt. aided teacher education institutions. This objective was divided into three sub- objectives. They have been written below-

- 1.1 To compare self-financed and Govt. aided Teacher education institutions in terms of their organizational climate disharmony dimension.
- 1.2 To compare organization climate (hindrance dimension) of Govt. aided and self financed teacher education institutions.
- 1.3 To compare support and satisfaction dimension of organization climate of Govt. aided and self financed teacher education institutions.

Hypotheses of the Study

Following hypotheses were formulated and tested to achieve objectives of the study-

- 1- There exists no significant difference in organizational climate of Govt. aided and self financed teacher education institutions. Testing of this hypothesis was based on testing of following hypotheses-
 - 1.1. Govt. aided and self financed teacher education institution does not differ significantly in terms of disharmony dimension of organizational climate.
 - 1.2. Government aided and self financed teacher education institutions do not differ significantly in terms of hindrance dimension of organizational climate.
 - 1.3. There exists no significant difference in support and satisfaction dimension of organizational climate of government aided and self financed teacher education institutions.

Findings

Findings regarding organizational climate of Govt. aided institutions.

- (i) Disharmony dimension of organizational climate was not experienced in any of the Govt. aided institutions.
- (ii) Hindrance dimension of organizational climate was found dominating in 14% institutions, in 14% institutions it was very less and in 72% govt. aided institutions it was found in normal state.

- (iii) Support and satisfaction dimension of organizational climate was normal in all the govt. aided teacher education institutions.
- (iv) Authoritarianism dimensions of organizational climate dominate in 43% govt. aided institutions. It was found very low in 14% institution and normal in 43 % institutions.
- (v) Thrust dimension of organizational climate was found dominating 43% institutions and very low in 14% govt. aided institutions.
- (vi) Democracy and freedom dimension of organizational climate was found in full bloom in 28 % govt. aided colleges, very restricted in 14% colleges and normal in remaining present of colleges.

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