

**To Compare Thrust Dimension of Organizational Climate of Self Financed and Govt. Aided Teacher Education Institutions**

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Abstract

Organizational climate of an educational institution is the product of the relationships between the principal and his staff, between teachers and his students and of the teachers among themselves. The interaction takes place within the sociological and the psychological framework of the institution as they fulfill their prescribed roles while satisfying their individual needs.

The effective teaching of a teacher plays an important role in making him or her competent teacher. The schools having good effective teachers can succeed in reshaping the country. Good teachers are responsible for improving the quality of the nation's citizens because the quality of a nation is judged by the quality of its citizens. The latter is mostly determining by the educational system in the nation which in turn is decided by what type of teacher it has. In this context it seems pertinent to study the teaching effectiveness of the teachers produced by govt. aided self-financed teacher education institutions. With this intention the researcher decided to study teaching effectiveness of the teachers pass outs from the two types of the institutions.

Key words- *Thrust Dimension of Organizational Climate, Self Financed and Govt. Aided Teacher Education Institutions*

Introduction-

It is not essential that a popular teacher among her or his students is also a good or competent teacher but a competent teacher is one whose students have better knowledge about the subject matter.

Commonwealth Report (1974) also states that to be a competent teacher ‘the teacher must have knowledge of child development, of the material to be taught and suitable methods of teaching it, of the culture of his pupils which may not be his own and of some interest of his own), his skills must enable him to teach, advise and guide his pupils, community and culture with which he is involved, his attitudes should be positive without being aggressive so that his example is likely to be followed. As he transmits explicitly and implicitly the national aims and ideals and moral and social values.’

Objective of the study

- To compare thrust dimension of organizational climate of self financed and Govt. aided teacher education institutions.

Hypotheses of the study

- Self financed and Govt. aided teacher education institutions do not differ significantly in terms of thrust dimension of organizational climate.
- There exist no significant differ in democracy and freedom dimension of organizational climate of self-financed and Govt. aided teacher education institutions.
- Self-financed and Govt. aided teacher education institutions do not differ significantly in terms of academic emphasis dimension of organizational climate.

Findings of the study

- Thrust dimension of organization climate was found dominating 43% institutions and very low in 14% Govt. aided institutions.
- 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.

- Academic Emphasis dimension of organizational climate was found dominating in 14% Govt. aided teacher education institutions at the same in 14% college Academic emphasis was found very low. In remaining 72% college it was in normal state, overall, academic emphasis was found in normal state in Govt. aided college.
- Discipline and control dimension of organizational climate was found above normal in 14% college, below normal in 14% colleges and was found in normal state in 72% of colleges. In short it can be said that discipline and control dimension was found in normal state.
- Lack of facilities dimensions of organizational climate was found normal or above normal in 72% Govt. aided college in only 28% college it was found below normal.

Implication

Implication 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 institution, as these institution are very young and Md.'S can develop insight 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.

Implications for Principals of Self-financed and govt. aided college:

Principals of both types of teacher education institutions can use findings of the present study to improve organizational climate of their institutions. They may be aware of present status of organizational climate of their institutions, adjustment

pattern of pupil teachers and their teaching effectiveness. They can guide and suggest their teacher educators to work for excellence in the field of teaching effectiveness. They also can try to develop better school adjustment pattern in the pupil teachers. Feedback regarding discipline and control and freedom and democracy will help them in developing conducive environment to develop democracy and freedom in the college and in maintaining discipline in the institutions.

Implications of the findings for Teacher Education

Findings of the present study will be valuable to teacher Educators working in self-financed and govt. aided teacher education institutions. Present study dealt with two important variables, adjustment pattern and Teaching effectiveness associated to pupil teachers and teacher educators are concerned with development of these two variables in pupil teachers. Knowledge regarding present status of adjustment pattern and teaching effectiveness of the pupil teachers will provide them an opportunity to recast their teaching program so that its defect can be modified and a program of teacher education well need of students can be developed.

Implications for pupil teacher

Ultimate beneficially education program is pupil teacher. If he gets proper education regarding teaching, he will be able to adjust himself in real life. He will be able to enjoy his job. Therefore, finding of the present study will provide feedback to pupil teachers in their adjustment pattern in family, school and society and their teaching effectiveness. They may try to overcome them and bring desirable change in them.

Implications for counselors

Findings of the present study will be of great importance to counselors. They will be able to know the adjustment problems of the pupil teachers. This knowledge

will help them in providing counseling to the pupil teachers of Govt. aided and self-financed teacher education institutions.

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