

A Psychological Study on Organizational Climate of Bodo Medium Secondary School Teachers in Relation to Work Motivation and Teaching Effectiveness

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Received: 11-January -2023

Revised: 23-February -2023

Accepted: 27-March-2023

Abstract: - The very objective of education system is to produce strong and efficient human resources, so that every citizen of nation become capable to handle every situation coping with the existing trend and can act according to the demand of changing society. The quality education depends on quality of teachers, and to make the teachers qualified, there is in need to provide healthy organizational climate, where teachers get motivation to perform their duty properly, and then only we can expect effectiveness of teaching from the teacher's community. The purpose of this research paper is to obtain access to the organisational climate of Bodo medium secondary school teachers in relation to teaching effectiveness and work motivation. Survey approach was used to conduct research. School Organisational Climate Descriptive Questionnaire (SOCDQ) by Motilal Sharma, Teacher Effectiveness Scale (TES) by Dr.(Mrs.) Umme Kulsum and Work Motivation Scale by K.G. Aggarwal was used to gather data. Simple random sampling method was adopted for selecting 200 Teachers from Bodo medium secondary schools of Udalguri district in Assam. The data were analyzed using person coefficient of co-correlation. The findings of the study revealed that there is significant correlation between organizational climate and teaching effectiveness of Bodo medium secondary school teachers with 0.181 correlation score. This is also found positive correlation between organizational climate and work motivation of Bodo medium secondary school teachers with 0.220 correlation. This is also noted that a positive correlation with 0.188 score of work motivation on teaching effectiveness of Bodo medium secondary school teachers. This study will provide some information, which may help the administrator to create better and healthy organizational climate and work motivation to enhance the teaching effectiveness and achieve the goal of the institution.

KeyWords: -Organizational Climate, Teaching Effectiveness and Work Motivation.

Introduction: -

The very objective of education system is to produce strong and efficient human resources, so that every citizen of nation become capable to handle every situation coping with the existing trend and can act according to the demand of changing society. The quality output of educational institution depends on the role played by the teachers as facilitator or guide besides student as learner. Both teacher and students are widely influenced by the organizational climate that they are belong. Teachers of a school in particular must be motivated properly within the school organizational climate, and then only we can expect teaching efficiency.

Meaning and definition: -

Organizational Climate: -Organizational climate is an environment which consists of certain approach, rules, values, aspirations and plan of action that influences to work, commitment and joint effort to accomplish the goal. Besides, it refers to the quality of working environment, where individual feel free, their works are valued and respected; and bound for positive contribution for proper growth and development of organization. The organizational climate of school is the resultant accumulated effect of the ways in which the head teacher/principal interacts with teacher, the teachers interact among themselves and with the head teacher/principal. In this connection, **Mohanty (2009)** defines organizational climate as “the atmosphere of work place along with the group interaction and leadership characteristic prevalent among teacher and teacher, head teacher and teacher, head teacher and pupils, and teacher and pupils.”

Teaching Effectiveness: - Teaching effectiveness is considered as the efficiency and ability of teachers in their role and functions i.e., plan and preparation for teaching, management of classroom, subject knowledge, characteristics of teacher and their interpersonal relations; through which a teacher enable student to learn and make the student understand on the subject. **Dickson (1980)** describes teaching effectiveness as “demonstrated repertoire of competencies involve with teaching plan and materials, class room procedure, interpersonal skills and the learners’ re-enforcement and involvement reflected in the teaching behavior.” Teaching effectiveness is concern with what a teacher is and what he or she does in the classroom in order to induce the students’ learning. Thus, teaching effectiveness includes such characteristics and qualities of a teacher as he or she exhibits in the class room with the intention that his or her student learns what teaches.

Work Motivation: - Work motivation simply can be defined as the mental process of an individual, which first of all arises in organism and transform to action. As per as the teacher of the school is concern, it is defined as the intensity of endeavor and aspiration of teachers to participate in the pedagogical processes within the school environment and to aim for excellence and growth in instructional practice. Teacher motivation is one of the most important elements in the quality output of educational institution. The quality of their motivation is strongly influence by the action and attitude of educational administrator, other teachers, students and members of the local community. **Nevid (2013)** refers the term “Motivation to factors that activate, direct and sustain goal directed behavior... motivate are the ‘why’ of behavior – the needs or wants that drive behavior and explain what we do. We don’t actually observe a motive; rather, we infer that one exists based on the behavior we observe.”

Operational definition of the key term: -

Organizational Climate: - Organizational climate in the present study refers to the environment or climate, psychological environment, social interaction, interpersonal relationship, social emotional climate and behavior pattern of the Principal/Head Teacher and Assistant Teachers of Bodo Medium Secondary Schools of Udalguri district in Assam.

Teaching Effectiveness: -Teaching effectiveness in the study means the characteristics and qualities of a teacher in the classroom with dimensions such as subject knowledge, plan & preparation, style of presentation, management of classroom, strategy for motivation, effective communication, interaction between student & teacher, assessment & feedback, informal academic support and personal assign of Bodo medium secondary school teachers of Udalguri district in Assam.

Work Motivation: -The work motivation in this study represents the process that motivate and inspire teachers to perform their duty or jobs effectively in Bodo medium secondary school teachers of Udalguri district in Assam.

Secondary School Teachers: - Secondary school teachers in this study are the persons being employed with a recognized capacity to impart Bodo medium secondary education (i.e. class VIII to X) to the students of Udalguri district in Assam.

Bodo Medium School: - The Bodo as the largest ethnic tribe of Assam has their own distinct and rich language, and they have their own medium of instruction from Class I to Class X. The medium of instruction which is taught in Bodo is termed as Bodo Medium School.

Gender: - Gender represents the male or female secondary school teachers in Udalguri districts of Assam.

Training: - Training represents trained or untrained secondary school teachers in Udalguri districts of Assam.

Settlement: - Settlement represent rural or urban secondary schools located in Udalguri district of Assam.

Geographical location and people of study area: -

Udalguri is a district within the state of Assam in India. Geographically, said district is bounded by Bhutan and Arunachal Pradesh in North, Sonitpur district in East, Darrang district in South and Baksa district in West. The 2011 census shows the total population of district, which is 8, 31, 668 and rate of literacy is 66.6%. Inhabitants of district are multi-ethnic, multi-lingual and multi-religious that include Assamese, Bodo, Nepalese, Bengali, Muslim, Rabha, Garo, Raj Banshis, Santhalis, Marwaris, Biharis, Garos and others. The single largest ethnic community is Bodo with 33.7% of the total district population.

Rationale of the study: -

The ongoing trend global movement looking for new model of learning for 21st Century. In this connection, all section of people across the globe has accepted that traditional formal education must be changed to enable new forms of learning, which are required to handle the complex situation and cope with present trend of world. This is also undeniable fact that Covid-19 Pandemic has brought turning point in use of technical know-how in teaching learning process. Hence, the 21st Century demands certain skills that are useful for productive purpose, and post Covid-19 teaching-learning process demands maximum use of ICT. Therefore, the present education system should be according to the needs and demand of changing society.

Udalguri is a district, where Bodo people are the single largest ethnic community and they have their own medium of instruction from Class I to Class X. The Bodo as medium of instruction introduced in Lower Primary stage in the year 1963, M.E. School in 1968 and Higher Secondary stage in 1972. But, in various aspects of education such as achievement of students, quality of teaching, in terms of infrastructure; the Bodo medium of instruction in district is still lagging far behind in comparison with other medium of instruction in the district i.e. Assamese and English. Therefore, considering mentioned points; the investigator realized the necessity of study on organizational climate of Bodo medium secondary school teachers in relation to work motivation and teaching effectiveness. Because, quality education depends on quality of teachers and to make the teachers qualified, there is a need to provide healthy organizational climate, where teachers get motivation to perform their duty properly, and then only we can expect effectiveness of teaching from the teacher's community. This study will provide some information that may help the administrator to create a better and healthy organizational climate and work motivation to enhance the teaching effectiveness and achieve the goal of the institution.

Review of related literature: -

The following are the related literature review,

Kaur (2019) studied on the teacher effectiveness of secondary school teachers in relation to the sense of humor, emotional maturity and organizational climate. Major findings of study indicated that there exist significant relationship between teacher effectiveness and sense of humor, emotional maturity and organizational climate among secondary school teachers.

Kumari (2017) carried out a study on work motivation among senior secondary school teachers in relation to organizational climate in Moga district of Punjab. The findings of the study showed that both male and female school teachers perceived favorable organizational climate and hence, there is no significant difference between them. It is also noted that insignificant correlation between work motivation and organizational climate of school teachers.

Ladyong (2014) studied on organizational climate and work motivation of teachers in selected schools of Prachinburi in Thailand. The findings of the study showed, teachers have high motivational level in their respective work and one of the most motivating factors was responsibility. Open organizational climate was existed among schools in Prachinburi. Organizational climate influences teachers' work. The two factors organizational climate that significantly influence on work motivation of teachers that are the collegial leadership and the school community interrelationship.

Babu and Kumari (2013) carried out study on the organizational climate as a predictor of teacher effectiveness in Koderma District of Jharkhand. Results revealed that there is significant difference between teacher effectiveness of the school teachers in relation to organizational climate of Institute.

Riti (2010) studied on the teacher effectiveness in relation to school organizational climate and administrative behavior of school heads of Himachal Pradesh. Result of study revealed, there exist various types of school organizational climate in different schools. The most prevalent in the schools that found was controlled type of school organizational climate. As per as teaching effectiveness is concern, teacher effectiveness in teaching was found significantly higher in urban schools than the rural. Besides, it was noted that there exists no significant difference in the teacher effectiveness between male and female, but significant difference existed among different type of school climates and in the administrative behavior of school heads.

The above studies show that favorable climate can influence the work performance (Kumari, 2017 & Riti, 2010), work motivation (Ladyong, 2014) and there found significant correlation between organizational climate and work motivation (Kumari, 2017 & Kaur, 2019), and teaching effectiveness as well (Riti, 2010). As per as the organizational climate of Bodo medium secondary school teachers in relation to work motivation and teaching effectiveness in Udalguri district of Assam is concern, there is no such studies carried out so far.

Objective of Study: -

The objectives of this study are:

1. To assess the influence of organizational climate on teaching effectiveness of Bodo medium secondary school teachers in Udalguri district, Assam.
2. To assess the influence of organizational climate on work motivation of Bodo medium secondary school teachers in Udalguri district, Assam.
3. To assess the influence of work motivation on teaching effectiveness of Bodo medium secondary school teachers in Udalguri district, Assam.

Hypothesis of Study: -

Considering the objective of study, hypothesis that was formulated by investigator are given below:

1. There is no significant influence of organizational climate on teaching effectiveness of Bodo medium secondary school teachers in Udalguri district, Assam.
2. There is no significant influence of organizational climate on work motivation of Bodo medium secondary school teachers in Udalguri district, Assam.
3. There is no significant influence of work motivation on teaching effectiveness of Bodo medium secondary school teachers in Udalguri district, Assam.

Delimitation of Study: -

This present study will be delimited to:

1. This study is confined only on the class IX and X standard Bodo medium secondary school teachers of Udalguri district in Assam, India.
2. The variables are like organizational climate, teaching effectiveness, and work motivation of Bodo medium secondary school teachers of Udalguri district in Assam, India.

Methodology of Study: -

Method: -This present study is based on survey method. It is one of the popular and scientific research technique, which consists of analysing the phenomena into their components. The survey method of educational research is one of the most commonly used approaches.

Population: -The teacher teaching in Class IX and X of Udalguri district in Assam were considered as the population.

Sample: - All total 200 Bodo Medium Secondary School Teachers of Udalguri district in Assam were taken as representative sample of the whole population. Random Sampling technique was adopted for selection of teachers.

Tool Used: -SOCDDQ(School Organisational Climate Descriptive Questionnaire)tool developed by Motilal Sharma, Teacher Effectiveness Scale (TES) tool developed by Dr. (Mrs.) Umme Kulsum and The Work Motivation Scale tool developed by K. G. Aggarwal were used to collect data.

Statistical technique used: - Descriptive statistic (mean) and Correlation analysis was used to find out relationship between the variable's such as organizational climate, teaching effectiveness and work motivation of Bodo medium secondary school teachers.

Analysis and interpretation of data: -

Objective-1: -To assess the influence of organizational climate on teaching effectiveness of Bodo medium secondary school teachers in Udalguri district, Assam.

Hypothesis-1:-There is no significant influence of organizational climate on teaching effectiveness of Bodo medium secondary school teachers in Udalguri district, Assam.

Table – 1
Mean Score and Correlation between organizational climate and teaching effectiveness

Variables	Number	Mean	Correlation	
Organizational climate	200	145.6	0.181	Significant
Teaching effectiveness	200	261.9		

Table-1 shows that the mean score for Bodo medium secondary schools’ organizational climate is 145.6 and for teaching effectiveness is 261.9. A positive correlation of 0.181 was found between organizational climate and teaching effectiveness, which indicates a positive correlation. It means if the school organizational climate is good thanteaching effectiveness of secondary school teachers will be also high. Hence, the null hypothesis “there is no significant influence of organizational climate on teaching effectiveness of Bodo medium secondary school teachers” is rejected.

Objective-2: - To assess the influence of organizational climate on work motivation of Bodo medium secondary school teachers in Udalguri district, Assam.

Hypothesis-2: -There is no significant influence of organizational climate on work motivation of Bodo mediumsecondary school teachers in Udalguri district, Assam.

Table – 2
Mean Scoreand Correlation between organizational climate and work motivation

Variables	Number	Mean	Correlation	
Organizational climate	200	145.6	0.220	Significant
Work Motivation	200	93.31		

Table-2 shows that the mean score for Bodo medium secondary schools’ organizational climate is 145.6 and for work motivation is 93.31.A positive correlation of 0.220 was found between organizational climate and work motivation, which indicates a positive correlation between them. It means, if the school organizational climate is good than there will be work motivation of secondary school teachers. Hence,null hypothesis “there is no significant influence of organizational climate on work motivation of Bodo medium secondary school teacher” is rejected.

Objective-3:-To assess the influence of work motivation on teaching effectiveness of Bodo medium secondary schoolteachers in Udalguri district, Assam.

Hypothesis-3:-There is no significant influence of work motivation on teaching effectiveness of Bodo medium secondary schoolteachers in Udalguri district, Assam

Table–3
Mean Scoreand Correlation between teaching effectiveness and work motivation

Variables	Number	Mean	Correlation	
Teaching effectiveness	200	261.9	0.188	Significant
Work Motivation	200	93.31		

Table-3 shows that the mean score for Bodo medium secondary schools' teaching effectiveness is 261.9 and for work motivation is 93.31. A positive correlation of 0.188 was found between teaching effectiveness and work motivation, which indicates a positive correlation between them. It means, if the work motivation is high then teaching effectiveness of secondary school teachers will be also high. Hence, the null hypothesis "there is no significant influence of work motivation on teaching effectiveness of Bodo medium secondary school teachers" is rejected.

Conclusion: -

The teaching and learning process is always goal-oriented activity, where organizational climate of schools, teaching effectiveness and work motivation of teachers plays a vital role. These three aspects are interrelated between each other and cannot be expected quality education until and unless these three aspects work together properly.

The analysis and interpretation of data made in the above revealed that:

- a. A positive correlation of 0.181 was found between organizational climate and teaching effectiveness, which indicates a positive correlation. It means, if the school organizational climate is good then teaching effectiveness of secondary school teachers will be also high.
- b. A positive correlation of 0.220 was found between organizational climate and work motivation, which indicates a positive correlation between them. It means, if the school organizational climate is good then there will be work motivation of secondary school teachers.
- c. A positive correlation of 0.188 was found between teaching effectiveness and work motivation, which indicates a positive correlation between them. It means, if the work motivation is high then teaching effectiveness of secondary school teachers will be also high.

Depending on the findings, conclusion remark can be made that there exists a significant relationship among the variables i.e., organizational climate, teaching effectiveness and work motivation of Bodo medium secondary school teachers in Udalguri district of Assam. Better correlation among the variables can provide better quality education in schools. Therefore, concern education department, head of schools, teachers themselves, social organizations and community members always move with positive agenda to create healthy organizational climate in school so that concern school teachers are being inspired to be effective in their teaching and being motivated to work dedicatedly.

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