

Organizational Climate and Its Impact on Teacher Educators in Vijayapur District

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Abstract—Organizational Climate plays a significant role in determining the effectiveness and productivity of educational institutions. It influences teacher educators' motivation, job satisfaction, professional commitment, and institutional performance. The present study aimed to investigate the organizational climate perceived by teacher educators working in Teacher Education Institutions of Vijayapur District. A descriptive survey method was adopted. A sample of 100 teacher educators was selected from various B.Ed. and M.Ed. colleges in Vijayapur District. Data were collected using a standardized Organizational Climate Inventory. Statistical techniques such as Mean, Percentage, and t-test were employed for analysis. The findings revealed that a majority of teacher educators perceived the organizational climate of their institutions as favorable. The dimensions of leadership, communication, teamwork, and professional support were found to contribute significantly to positive organizational climate. Similar studies have highlighted the importance of organizational climate in enhancing teacher commitment and motivation.

Index Terms—Organizational Climate, Teacher Educators, Teacher Education Institutions, Vijayapur District.

I. INTRODUCTION

Organizational Climate refers to the quality and characteristics of the internal environment of an organization as experienced by its members. In educational institutions, organizational climate influences teachers' morale, job satisfaction, professional growth, and commitment. A healthy organizational climate promotes cooperation, innovation, communication, and institutional effectiveness. Research indicates that organizational climate is closely associated with teacher motivation, commitment, and institutional performance.

Teacher educators play a vital role in preparing future teachers. Therefore, understanding the organizational

climate of teacher education institutions is essential for ensuring quality teacher education.

II. OBJECTIVES OF THE STUDY

1. To study the level of organizational climate among teacher educators of Vijayapur District.
2. To compare organizational climate between male and female teacher educators.
3. To identify major dimensions contributing to organizational climate.
4. To suggest measures for improving organizational climate in teacher education institutions.

III. HYPOTHESES

H01: There is no significant difference in organizational climate between male and female teacher educators.

H02: There is no significant difference among dimensions of organizational climate perceived by teacher educators.

IV. METHODOLOGY

Research Method

Descriptive Survey Method

Population

All teacher educators working in Teacher Education Institutions of Vijayapur District.

Sample

100 teacher educators selected through random sampling.

Gender	Number
Male	55
Female	45
Total	100

Tool Used

Organizational Climate Inventory (OCI)

Statistical Techniques

- Mean
- Percentage
- Standard Deviation
- t-test

Table 1: Level of Organizational Climate

Organizational Climate Level	Frequency	Percentage
High	38	38%
Moderate	47	47%
Low	15	15%
Total	100	100%

Interpretation

The table reveals that 47% of teacher educators perceived a moderate organizational climate, 38% perceived a high organizational climate, and only 15% perceived a low organizational climate. Therefore, the organizational climate in teacher education institutions of Vijayapur District can be considered generally favorable.

Table 2: Gender-wise Comparison of Organizational Climate

Gender	N	Mean	SD
Male	55	132.40	15.20
Female	45	129.80	14.60

t-Test Analysis

Variable	t-value	p-value
Organizational Climate	0.86	NS

Interpretation

The calculated t-value (0.86) is not significant at the 0.05 level. Hence, the null hypothesis is accepted. There is no significant difference between male and female teacher educators regarding organizational climate. Similar findings have been reported in studies on teacher educators' organizational climate.

Table 3: Dimension-wise Mean Scores

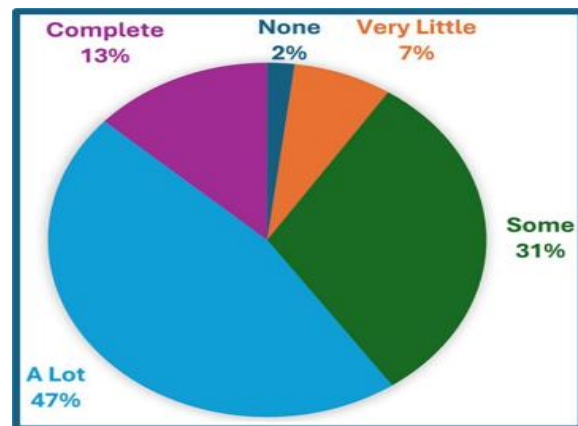
Dimension	Mean Score
Leadership Support	28
Communication	26

Teamwork	25
Professional Development	24
Decision Making	22
Resource Availability	21

Organizational Climate Levels

For your research study, the organizational climate levels can be represented through a pie chart using the following data:

Organizational Climate Level	Percentage
High	38%
Moderate	47%
Low	15%



Interpretation

Leadership Support obtained the highest mean score (28), indicating that teacher educators highly value supportive leadership. Resource Availability received the lowest score (21), suggesting the need for improvement in institutional facilities and resources.

V. FINDINGS

1. Majority (47%) of teacher educators perceived a moderate organizational climate.
2. About 38% perceived a highly favorable organizational climate.
3. Only 15% perceived a low organizational climate.
4. Leadership Support emerged as the strongest dimension.
5. Resource Availability was the weakest dimension.
6. No significant difference was found between male and female teacher educators regarding organizational climate.

VI. EDUCATIONAL IMPLICATIONS

1. Institutional leaders should encourage participative decision-making.
2. Professional development opportunities should be strengthened.
3. Communication channels between management and staff should be improved.
4. Adequate teaching-learning resources should be provided.
5. Team-building activities may enhance collegial relationships among teacher educators.

VII. CONCLUSION

The study concludes that teacher educators in Vijayapur District generally experience a favorable organizational climate. Leadership support, communication, and teamwork significantly contribute to a positive organizational environment. Educational institutions should continuously strengthen organizational climate to enhance teacher effectiveness, job satisfaction, and institutional quality. Previous studies also emphasize that organizational climate influences motivation, commitment, and overall effectiveness of teacher educators.

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