



***“CHANGING PATTERN OF EDUCATIONAL INSTITUTIONS AS ORGANIZATIONS
AND ITS EFFECTIVENESS IN NCR REGION”***

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ABSTRACT

In the area of globalization which demands human and industrial development on highly competetitums, privatization of higher education, particularly of its technical and educational components seems inevitable and essential. It is a fact that higher education facing resources 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. As a result privatization of higher education as a hard reality this ground reality. However, it is also true that privatization of higher education particularly of professional and technical education can not be ignored. 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 questions and to ensure proper safeguards against exploitative and harmful aspect of privatization of higher education it is necessary to discuss process if privatization of higher education.

Key Words: Professional and Technical education, Human and industrial development,

1.1 Introduction

In recent past there has also been a move towards deprioritisation of higher education just for the sake of creating a more free space for its privatisation. squeezing resources of government is used as an argument behind. Deprioritisation will prove harmful for development of higher education as this will distract states already weak attention towards higher education. The government of a democratic set up cannot and should not escape from financing higher education for the sake of its own proper development and development of the nation. The UGC's SAARC Meet in 1998 at Delhi has explicitly disapproved deprioritisation of higher education. In its concluding declaration the SAARC Meet asserted that 'higher education is going to be crucial for the development of the countries in this region. Consequently governments of the respective countries may consider providing it adequate resources'. In a more eloquent tone the UNESCO World Conference on higher education the same ear at Paris reiterated the crucial role of the governments in funding and developing higher education. In Article 14 of the UNESCO declaration the conference affirmed that "financing of higher education is a public service and that funding of higher education requires both public and private resources. The role of the state remains essential in this, regard. Public funding for support that society provides to higher education must be strengthened to ensure the development of higher education, increase its efficiency and maintain its qquality and relevance. However, public support for higher education and research remains essential to ensure a balanced achievement of educational and Social mission." (University News Vol. 41. No. 28. July 2002). For improving state's financial strength



innovative and alternative means by have to be found out which may include part private funding by beneficiary industries, funding by voluntary non profit organizations, etc. The recent levy of educational cess by the government to generate additional funds for education is another such innovative method to deal with the state's dwindling finances for higher education. Sometimes subsidy given in higher education is also targeted as excessive and undesirable support to students and demand is made for its withdrawal. It is also wrong to say that higher education in India is highly subsidized as compared to many developed countries. Higher education is subsidized in other countries also. Subsidy and fees structure can be further rationalized on certain grounds but its complete replacement by heavy fee structures will create access and equity related genuine problems in the society.

The national of the self-financing system of Education lies on the development of education. But it has made the education system fully commercialized. Profit oriented, self-financing system prefer only those who can pay more, "The highest Bidders". Never minding the lowest marks in their academic performances. Can such self-financing colleges of education prepare the mind of the student towards their profession? self financing system can be an innovation alternative of education system, if it is quality oriented, rather than profit oriented. Is self-financed system not a resource generating system? Does it only cater the need of rich population? Does it neglect the needs of mass? these are the some questions which need immediate answer. The changing condition demands the dynamic, vibrant and quality conscious systems which can assure the quality of their output. The viability of self-financing largely depends on their academic success. If they succeed in maintaining the balance between academic excellence and social justice. They may be in the vanguard of educational development in the near future and may move towards an independent system which is blend of global and national traditional and modern.

1.1.1 Nature of Organization-

Different authorities have tried to define and desirable organization in different ways. Stogdill (1950) says that a group may or may not have leaders. If it has leaders, it is an organization because at least some of the members are thereby differentiated from the others as to the responsibility or role expectation in relation to some common purpose. He further says that an organization can be regarded to have three sets of variables (i) inputs (ii) mediators or processors and (iii) outputs. Each variable is assumed to be complex in its structure. In this model, it is assumed that the inputs are affected by feedback effects from the mediators and outputs, and that the mediators are influenced by feedback from the outputs. There is also interaction between the organization and its environments at both the input and output ends of its operation.

Getzeis (1958) treats organization as a social system where the social system involves two classes of phenomenon, one sociological and the other psychological. He says that behaviour in a social system is a function of the interaction of these two classes of factors. As such, an organization may be defined in terms of interaction between two dimensions. This model compliments the system approach in the sense that the behavior of people in an organization must be viewed in terms of the interaction of the several components of system.



Netzer and Eve (1970) term organizations as dynamic social systems. They have an urge to modify their structure in order to conform to the changing environmental conditions and also the urge to resist change. They also hypothesize linking forces operating in between these two and restoring balance within the organization. This whole operation of forces interacting with each other generates a unique climate within each organization.

Several other authors have tried to define and describe organization. But the most comprehensive and standard definitions are those of Fraser and Corwin. Fraser (1967) writes:

“An organization consists of deliberate arrangements among for doing things..... (1) arrangements for coordinating the activities of (2) condition of groups that have collective identity for (3) pursuing interests and accomplishing given tasks, and (4) coordinated through a system of authority”.

Corwin (1966) says:

"An organization can be defined as (1) stable patterns of interactions (2) among conditions or groups having a collective identity (e.g., a name and a location) (3) pursuing interests and accomplishing given tasks, and (4) coordinated through a system of authority."

During the past decades high research interest has been generated in the study of such organizational characteristics as morale of the worker and employees, absenteeism, alienation, administrative style, organizational control, coordination, motivation, innovations, administrative styles, organizational control, coordination, motivation, innovations, power distribution, organizational leadership and organizational climate etc. Of these, the organizational climate has received great attention from the researcher the reason, perhaps, is its over-all importance in the life of organization. In one of the following sections the nature of the variable has been discussed, as this is the variable that has formed main focus on this study.

1.1.2 Educational Institutions as Organizations-

An educational institution can be easily conceptualized as an organization or social system constructed to attain certain specific goals. Educational institutions like other organizations can be characterized by unique identity, Social position, incumbents of those positions, the rules by which they operate, the form of interaction they exhibit, their tasks , authority structures and needs, decision- making process, etc. When we analyze educational institutions. It is found that they have the following characteristic which enable us to set them apart and to study them as social organizations:

1. They have a definite population.
 2. They have a clearly defined structure based on specific social interactions.
 3. They represent the nexus of a compact network of social relationships.
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4. They are pervaded by a we feeling.
5. They have a culture that is definitely their own.

1.2 Objectives of the Study:

Statement of the problem shows objective of the study.

1. To study organizational climate of govt. aided teacher education institutions.
2. To study organizational climate of self financed teacher education institutions.

1.3 Hypothesis 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 institution.

Testing of this hypothesis was based on testing of following hypotheses-

- 1.1 Govt. aided and self financed teacher education intuition do not differ significantly in terms of disharmony dimension of organizational climate.

1.4 Research Methodology

Population of the Study: Population in social and behavioural sciences researches stands for universe from which sample is taken out. More precisely, it can be said that population represents whole on which study results are generalized. Thus in present study all teacher education institution both govt. aided and self-financed, affiliated to C.C.S. University, Meerut and all pupil teachers studying in these institutions comprised population of the present study. Findings of the present study could be generalized on these institutions.

1.4.1 Sample of the Study: The study covers at the time of the synopsis there were eight government aided teacher education departments in aided colleges and 18 self-financed institutions. The researchers consulted experts for size of sample of the study they advised to take equal number of institutions from two types of institutions. On their advice she the researcher decided to included seven institutions from each mode of institutions at the first phases of sampling. Since there were hundred students in one unit of self-financed institutions and their were forty to eighty pupil teachers in education departments of government aided colleges. Therefore, she decided to select 350 pupil teachers from self-financed institution and 250 from government aided teacher education institutions. Two separate lists of sample institutions are given below which were included in the sample:



1.4.2 List of Govt. aided college:

1. Meerut College, Meerut
2. N.A.S. College, Meerut
3. C.S.S.S. College, Machhra, Meerut
4. D.A.V. College, Muzaffarnagar
5. J.V. Jain colleges, Saharanpur
6. D.J. College, Baraut, Baghpat
7. V.M.L.G. College, Ghaziabad

Description of tools used in data collection:

Three research tools, namely organizational climate questionnaire, Teaching effectiveness questionnaire and adjustment scale were used to collect data of the study. In succeeding lines detailed description of each tool has been furnished.

Organizational Climate Questionnaire:

Developed by: Dr. Meenakshi Bhatnagar

Description of the Questionnaire: Organizational climate questionnaire was developed to measure the organizational climate of educational institutions questionnaire has nine dimensions of organizational climate. These dimensions are-1. Disharmony, 2. Hindrance, 3. Support and satisfaction, 4. Authoritarianism, 5. Thrust, 6. Democracy and freedom, 7. Academic emphasis, 8., Discipline and control, 9. Lack of facilities.

Table 1.1

Distribution of dimension wise items in questionnaires:

S.No.	Name dimension	S.No. of items
1.	Disharmony	1,10,19,28,37,46,55,64,73,82
2.	Hindrance	2,11,20,29,38,47,56,65,74,83
3.	Support and satisfaction	3,12,21,30,39,48,57,66,75,84
4.	Authoritarianism	4,13,22,31,40,59,68,77,86
5.	Thrust	5,14,23,32,41,50,59,68,77,86
6.	Democracy and Freedom	6,15,24,33,42,51,60,69,78,87
7.	Academic Emphasis	7,16,25,34,43,52,61,70,79,88
8.	Discipline and control	8,17,26,35,44,53,62,71,80,89
9.	Lack of facilitates	9,18,27,36,45,54,63,72,81,90

Each items of the questionnaire has four alternatives. These are written against each of them. These options are totally correct approximately correct, portly correct and nearly in correct. Out of these options each sample unit has to choose which he or she thinks to be correct. On the first page of the questionnaire instructions are given for teachers regarding filling of the questionnaire.

1.5 STATISTICAL TECHNIQUES USED IN THE STUDY:

Both, descriptive and inferential statistics were used in analyzing the data of the study.

Descriptive statistics: Under descriptive statistics BAR diagram has been used.

Inferential statistics: To analyze the data of the study t-test was used.



$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where

- M_1 = Means of the first group
- M_2 = Means of the second group
- σ_1 = S.D. of the first group
- σ_2 = S.D. of the second group
- N_1 = Number of people teacher in the first group
- N_2 = Number of people teacher in the second group

1.6 OBSERVATIONS

Present paper, namely, analysis and interpretation of the data is concerned with presentation of statistically treated data in column and row i.e. tabular form . In order to achieve objectives of the study systematically, objective wise data has been presented in tables followed by interpretation of statistical results, therefore, at this juncture, it seemed pertinent to recall objectives of the study once more. In following lines objectives of the study have been written.

1. To study organizational climate of government aided teacher education institutions.

Achievement of his objective was based on achievement of following sub-objectives-

- 1.1 To study organizational climate in terms of disharmony dimension of the government aided teacher education institution.
- 1.2 To study organizational climate in terms of hindrance dimension of the government aided teacher education institution.
- 1.3 To study organizational climate in terms of support and satisfaction dimension of the government aided teacher education institution.
- 1.4 To study organizational climate in terms of authoritarianism dimension of the government aided teacher education institution.

State of Organizational Climate in terms of Disharmony dimension of self-financed teacher Education Institutions:

Table 1.3

Showing Organizational Climate, Disharmony Dimension score of Self-financed teacher Education Institutions

S.No. of Sample Institution	Mean O.C. Score	S.D.	Value of $+1\sigma$	Value of -1σ	cause of above $+1\sigma$	cause of above -1σ
1	35.76	5.07	40.83	30.69	0	5
2	35.48	5.52	41.00	29.97	0	8
3	36.88	3.70	40.58	33.18	0	10
4	34.46	4.69	39.15	29.77	0	11
5	36.36	4.41	40.77	31.95	0	5
6	36.86	4.98	41.84	31.88	0	5
Total Sample	35.91	4.84	40.75	31.07	0	51



Interpretations: Table No. 1.4 shows analyzed data regarding disharmony dimension of organizational climate of self-financed teacher education institutions. It is obvious from the table that all the six sample institutions have somewhat similar mean disharmony score and it is similar to mean disharmony score to total sample. As greater mean score of the institution shows greater degree of disharmony in the institutions. Since mean disharmony score of institutions do not vary from the total mean disharmony score. It shows that self-financed teacher education institutions have similar degree of harmony.

State of Organizational Climate in terms of Hindrance dimension of self-financed teacher Education Institutions:

Table 1.5

Showing Organizational Climate, Hindrance Dimension Score of Self-financed Teacher Education Institutions

S.No. of Sample Institution	Mean O.C. Score	S.D.	Value of $+1\sigma$	Value of -1σ	cause of above $+1\sigma$	cause of above -1σ
1	33.19	6.18	39.37	27.00	9	9
2	32.25	5.14	37.39	27.11	9	10
3	34.45	5.06	39.50	29.39	7	10
4	32.34	6.04	38.38	26.30	9	10
5	33.18	5.41	38.59	27.77	4	6
6	33.80	6.06	39.86	27.74	4	6
Total Sample	33.19	5.70	38.89	27.49	57	52

Interpretations: Table No. 1.5 shows analyzed data regarding hindrance dimension of organizational climate of self-financed teacher education institutions. It is obvious from the table that mean score of sample teacher education institutions on hindrance dimension is nearly equal to total mean sample score. It means that self-financed teacher education institutions are not dominated by hindrance dimension of organizational climate. It is evident from the table that hindrance dimension does not dominate organizational climate of self-financed teacher education institution.



State of Organizational Climate in terms of Support and Satisfaction dimension of self-financed teacher Education Institutions:

Table 1.6

Showing Organizational Climate, Support and Satisfaction Dimension score of Self-financed teacher Education Institutions

S.No. of Sample Institution	Mean O.C. Score	S.D.	Value of $+1\sigma$	Value of -1σ	cause of above $+1\sigma$	cause of above -1σ
1	34.59	5.62	41.21	28.98	0	7
2	34.96	4.11	39.07	30.85	2	6
3	34.53	4.83	39.96	29.71	9	10
4	32.66	6.09	38.75	26.57	7	7
5	36.06	4.04	40.11	32.02	0	7
6	34.14	5.03	39.18	29.11	3	5
Total Sample	34.43	5.14	39.57	29.29	37	44

Interpretations: Table No. 1.6 shows analyzed data regarding Support and Satisfaction dimension of organizational climate of self-financed teacher education institutions. It is obvious from the table that out of six sample institutions in one institution Support and Satisfaction is better than total Support and Satisfaction score. Similarly institution mentioned at S. No. 4 shows poor condition of Support and Satisfaction dimension of organizational climate. It means most of the teacher education institution show moderate type of Support and Satisfaction dimension of organizational climate.

State of Organizational Climate in terms of Authoritarianism dimension of self-financed teacher Education Institutions:

Table 1.7

Showing Organizational Climate, Authoritarianism Dimension score of Self-financed teacher Education Institutions

S.No. of Sample Institution	Mean O.C. Score	S.D.	Value of $+1\sigma$	Value of -1σ	cause of above $+1\sigma$	cause of above -1σ
1	26.59	4.60	31.19	22.00	9	5
2	29.39	5.03	34.42	24.37	9	9
3	27.29	3.70	31.00	23.59	9	13
4	27.34	4.47	31.81	22.87	8	8
5	28.30	3.77	32.07	24.53	2	6
6	27.97	4.83	32.80	23.14	5	8
Total Sample	27.78	4.54	32.32	23.24	38	59

Interpretations: Table No. 1.7 shows analyzed data regarding Authoritarianism dimension of organizational climate of self-financed teacher education institutions. It is obvious from the table that by and large Authoritarianism dimension of the self-financed teacher education institutions



is similar, as mean score of the total sample of self-financed institution is similar to individual institutions variation in mean score is from 3.77 to 5.03 is also marginal. It means self-financed teacher education institutions hardly differ in Authoritarianism dimension of organizational climate.

1.7 FINDINGS OF THE STUDY:

Findings regarding organization climate of Govt. aided teacher education colleges.

- (i) Disharmony dimension of organizational climate found absent in all the self financed teacher education institutions.
- (ii) Hindrance dimension of organizational climate dominates only in 16.5% of the self-financed teacher education institutions; in remaining institutions it was normal.
- (iii) Support and satisfaction dimension was found normal in 68% of self-financed teacher education institutions.
- (iv) Authoritarianism dimension of organizational climate was found normal in 68% self-financed institutions.
- (v) Thrust dimension of organizational climate was found very low in 16.5% self financed teacher education colleges where as in remaining colleges where as in remaining colleges it was normal.
- (vi) Democracy and freedom dimension of organizational climate was found restricted in 33% self financed institutions, whereas in 16.5% college it was in full bloom and in remaining it was normal.
- (vii) Academic Emphasis dimension of organizational climate was found normal in all institutions.
- (viii) Discipline and control dimension of organizational climate was found normal in 85% self financed institutions in remaining colleges it was in poor conditions.
- (ix) Lack of facilities dimension of organizational climate was found normal in all self-financed teacher education institutions.

1.8 CONCLUSION:

On the basis of findings of the study following conclusions were drawn:

1. 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.
 2. Organizational climate of government department of teacher education of aided colleges consisted of complete harmony, dominating authoritarianism, thrust, democracy and freedom, and normal Hindrance, support and states faction academic emphasis, discipline and control and lack of facilities.
 3. Organizational climate of self-financed and govt. aided teacher education institutions are at part in terms of Disharmony, hindrance, supports and states faction, authoritarianism Democracy and freedom and academic emphasis dimensions.
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4. Self-financed teacher education institutions have surpassed their counterpart govt. aided teacher education institutions in terms of discipline and control dimension of organizational climate. More precisely, more discipline and control exists in self-financed institutions than aided colleges.
5. Govt. aided teacher education institutions have better facilities than self-financed teacher education institutions.
6. Pupil teacher of both types of institutions namely self-financed and govt. aided teacher education instructions vary in terms of teaching effectiveness from other institutions of their teaching effectiveness.
7. In case of the family adjustment of the pupil teacher of self financed teacher education institutions pupil teachers with superior, Average and low adjustment pattern were identified in 1:1:1 ration.
8. By and large all students of self-financed teacher education institutions showed teachers with superior, Average and low adjustment pattern were identified in 1:1:1 ratio.
9. By and large all students of self-financed teacher education institution showed similar pattern of school and social adjustment.
10. Students of government aided teacher education colleges differ in terms of their family adjustment from the students of other government aided teacher education colleges as well as this difference exists among colleges.
11. Most of the government aided teacher education institutions have pupil teachers with below normal school adjustment pattern.
12. Social adjustment pattern of the pupil teachers of the most government aided institutions was below average.
13. Pupil teachers of self-financed teacher education institutions are superior to pupil teachers of government aided institutions in terms of family adjustment.

Pupil teachers of self-financed and government aided institutions do not differ significantly in terms of school and social adjustment

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