



A STUDY ON THE IMPACT OF ORGANISATIONAL ENVIRONMENT ON TEACHERS EFFECTIVENESS AND STUDENTS ACHIEVEMENT IN GOVERNMENT AND CBSE BOARD SECONDARY SCHOOL OF DHANBAD DISTRICT

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ABSTRACT

People frequently emphasise the importance of a good, healthy organisational environment and teachers, local, state, and central government initiatives aim to improve teacher quality because teacher effectiveness and a good environment are very important and interdependent with student achievement. The current study seeks to establish the link between the organisational environment, teacher's effectiveness, and student's achievement in government and CBSE board secondary schools. Sampling was conducted at random. Data were collected from 300 students from four different (Govt. And CBSE board Secondary Schools) in Dhanbad utilising a School Environment Inventory (SEI) Prepared by Prof. K. S. Mishra.



KEYWORDS: organisational environment, teachers effectiveness, students achievement, Government School, CBSE BOARD School.

INTRODUCTION

Education is a lifetime process that involves sharing knowledge, igniting a person's interests and curiosity, imparting positive attitudes and values, and developing critical skills that allow a person to affect their environment and reach their full potential. The learned abilities will allow the learner to function effectively in society. A school's primary goal is to teach and encourage students in obtaining knowledge and skills that will help them succeed academically. Children in an adequate learning environment have been seen to put forth greater effort in their academic accomplishment.

The research articles evaluated instructional procedures and teacher effectiveness in terms of student achievements, with a focus on student achievement and satisfaction. The organisational environment in a school context is critical in establishing the overall atmosphere and affecting the behaviours of students, teachers, and staff. Here are some of the main reasons why organisational culture is crucial in schools attention in the recent decade (Devlin, 2007; Henard and Roseveare, 2012; Cardoso et al., 2015; Milienos et al., 2021). The new educational vision for higher education is to provide effective teaching at every level and to be able to assess its success. School teaching is an academic activity that needs considerable professional abilities and practices, as well as a high degree of discipline and contextual knowledge. As a university teacher, attempting to use effective teaching

ways lays the groundwork for a high-quality learning and teaching environment. Such an effort is vital for all teaching personnel, academic researchers, higher education institutions, and, indeed.

The study found that better school learning environments boost student academic achievement. The school's infrastructure has a significant impact on the effectiveness of teachers and the academic performance of their students.

ORGANISATIONAL ENVIRONMENT

Our organisational environment is composed of the institutions and elements that surround an organisation and have an impact on its operations, performance, and resource allocation. An organisation and affect how it operates, performs, and distributes resources. It includes everything that can have an impact on a particular area or the entire organisation and is present outside its walls. It encompasses all components that exist outside of the organization's boundaries and have the ability to affect a section or the entire organisation. Organisational settings provide more than just inputs, information, and know-how for outputs. Institutionalised organisational rules and beliefs play an important role (DiMaggio and Powell 1983, Meyer and Rowan 1977).

IMPORTANCE OF ORGANISATIONAL ENVIRONMENT

- An organisation cannot live without the assistance of its surroundings, and the environment provides both possibilities and risks to an organisation. Opportunities are occurrences and trends that present opportunities to improve an organization's performance. Organisational culture in schools is essential for creating a positive and conducive learning environment, supporting teacher effectiveness, fostering collaboration, influencing student behaviour, engaging parents and communities, and promoting adaptability and creativity in the face of shifting conditions in education.
- The organisational environment in a school context is critical in establishing the overall atmosphere and affecting the behaviours of students, teachers, and staff. Here are some of the main reasons why organisational culture is crucial in schools:
- The environment of a school has a significant impact on its learning environment. A pleasant and inclusive culture can help students feel like they belong and inspire them to actively participate in the learning process. A negative or hostile culture, on the other hand, can stifle learning and make it difficult for both students and teachers.
- A healthy organisational culture promotes high levels of teacher morale and job satisfaction. Teachers who feel supported, valued, and aligned with their school's goal and values are more likely to be motivated and effective in the classroom. This, in turn, improves student performance.
- A school's culture effects student behaviour, discipline, and academic achievement. A healthy culture that values respect, responsibility, and justice can help to create a more organised and respected educational environment. In contrast, a bad culture may result in disciplinary issues and disruptions, as well as lower success levels.
- The organisational environment also influences the school's connection with the larger community, which includes parents and local stakeholders. A healthy culture can stimulate active participation and support from parents, resulting in a better sense of community at the school.

TEACHERS EFFECTIVENESS

Teacher effectiveness is best defined as the practical results of teaching. These results are quantitative—student learning as measured by value-added evaluations (which determine how much a given teacher improves an individual student's learning) or other rigorous measurements. And they are qualitative—observations of a teacher's classroom performance by a principal or colleague who is knowledgeable about classroom techniques that increase student progress.

Our present system tracks teacher qualifications and overlooks teacher effectiveness. In nearly every school system in America, most incentives—compensation, opportunity, and esteem—recognize

and reward accumulated qualifications. Naturally, we cannot give up on all of these variables, but we will need to reorient career incentives to place a significantly higher emphasis on quantifiable effectiveness than we already do but we will have to realign career incentives to value measured effectiveness far more highly than we do now.

Where should a state start its realignment? By revising its professional teaching standards. Teaching standards at the state level are important. They coordinate standards for teacher training programmes, teacher assessments, and the legislative criteria for dismissing teachers. Today's professional teaching standards focus on what instructors do rather than on students' outcomes. When the standards are rewritten, they will take into account both. In addition to describing excellent teaching approaches, teachers will be expected to demonstrate the following:

- Commit to better learning outcomes for all students.
- Use evidence to show that students in their class have learned.
- Student achievement is defined as the quantity of academic knowledge a student learns Make verifiable progress in student learning.
- Contribute to improving overall student achievement at the institution.

Refocusing teaching standards on effectiveness would be the end of business as usual. This first phase is crucial for rethinking everything from teacher preparation to assignment, evaluation, and compensation.

STUDENTS ACHIEVEMENT

Students achievement is defined as the quantity of academic knowledge a student learns in a given time period. Educators must teach their students certain criteria or goals at each instructional level. Achievement is typically measured by frequent progress and comprehension checks and assessments, but there is no agreement on how it should be evaluated or which aspects are most significant.

Student achievement refers to how far a learner has progressed towards their short or long-term educational goals. Individual differences in academic performance are highly connected with personality and intellect. Furthermore, students' degrees of self-efficacy, self-control, and drive have an impact on levels of accomplishment.

According to Dewey (1926), "education is a continuous process of experiencing and revising or not-revising experiences." Secondary school students develop intellectual skills that allow them to regulate their surroundings and achieve their full potential.

OBJECTIVES

To find out whether there is any corrections between organisational environment on teacher's effectiveness and student's achievement in government and CBSE board Secondary School of Dhanbad District.

RESEARCH METHODOLOGY

Method: - In the present study survey method of Descriptive research under the quantitative research methods were utilized to test the hypotheses proposed.

Population: -The population for the present study consists of all teachers teaching in secondary schools of Dhanbad District; both Government and Private and rural and urban secondary schools and students are also from the same school.

Sample: -Sample involved in the present study consisted o 300(150males and 150 females) secondary school teachers teaching in areas Dhanbad and students are also from the same school.

Sample Technique: Stratified random sampling technique was used for collecting data.

Tool used for Teacher's Effectiveness:-

This study Teacher effectiveness Scale were constructed by P. Kumar and Muttha.

Organisational Environment

In this study School Environment Inventory (SEI) Prepared by Prof. K. S. Mishra will be used for Organisational Environment. The component of School Environment Inventory (SEI) in this includes: - Creative stimulation, Cognitive Encouragement, Permissiveness, Acceptance, Rejection, Control.

Objective 1: To find out the Teacher Effectiveness of Government and CBSE Secondary Schools Teachers of Dhanbad District.

In order to find out whether there exists any significant difference in Teacher Effectiveness of Government and CBSE Secondary School Teacher's of Dhanbad District.

Table No.1 -1 Mean and SD showing difference between Government and CBSE Secondary Schools with respect to Teacher Effectiveness.

Type of School	Number	Mean	SD
Government	150	94.27	23.785
CBSE	150	134.23	18.770

From table No. 1 - it is clear that there is no significant difference in Teacher Effectiveness between Government and CBSE Teachers of Secondary Schools' of Dhanbad District. Hence it is stated that there is significant difference in Teacher Effectiveness between Government and CBSE Teachers of Secondary School of Dhanbad District. This finding is supported by Anjali Kumari (2014)

Objective 2: To study the Organizational Environment of Government and CBSE Secondary School of Dhanbad District.

There is significance difference in the Organizational Environment of Government and CBSE secondary schools of Dhanbad District.

The second main objective of the study was to study the Organizational Environment of Government and CBSE secondary schools of Dhanbad District.

In order to find out whether there exists any significant difference in Organizational Environment of Government and CBSE secondary schools of Dhanbad District. Descriptive analysis frequency count and percentage and further analysis by inferential statistics are shown in Table No.2.

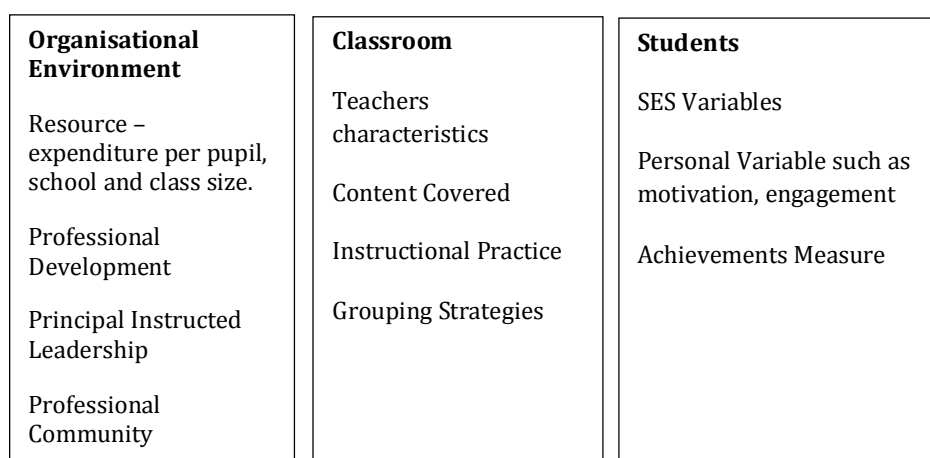
Table No. 2 to show the Mean and SD of Organizational Environment of Government and CBSE secondary Schools of Dhanbad District.

Source	Types of school	Number	Mean	SD
Creative Stimulation	Government	150	28.59	5.492
	CBSE	150	28.27	5.682
Cognitive Encouragement	Government	150	13.24	3.451
	CBSE	150	13.61	2.986
Acceptance	Government	150	12.38	2.949
	CBSE	150	13.03	2.826
Permissiveness	Government	150	12.73	3.227
	CBSE	150	12.86	2.598
Rejection	Government	150	9.86	2.846
	CBSE	150	10.40	2.738
Control	Government	150	13.23	3.287
	CBSE	150	13.76	3.755
Organisational Environment	Government	150	90.42	13.509
	CBSE	150	91.94	13.278

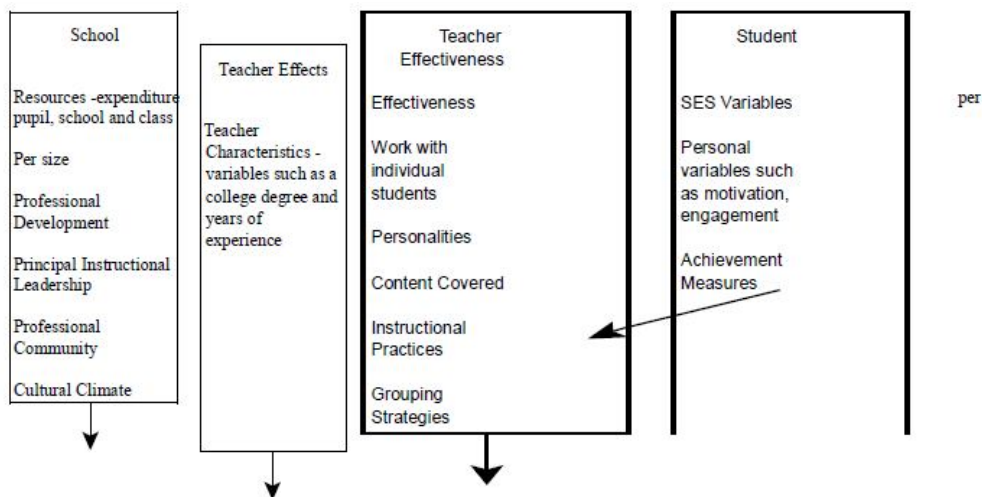
From the Table No . 2 it is clear that there is no significant difference in Organizational Environment between Government and CBSC Secondary Schools. The calculated value dimensions of Organizational Environment as Creative Stimulation, Cognitive Encouragement and Permissiveness is also not significant at 0.05 level. Hence it is stated that there is significant difference in Rejection and Control between Government and CBSE Secondary Schools. This finding is supported by Ranjan Bala (2017) .

Objectives 3 . To find the relation between Organisational environment on teacher’s effectiveness and student’s achievement in government and CBSE board Secondary School of Dhanbad District.

In order to investigate the effectiveness of instruction and how it relates to test scores, Odden (2004) proposes a multilevel educational model. As one of several variables in a multilevel analytical and nested model of school, teacher, and student, the objective of this model is to evaluate the effect of a specific variable. The multilevel educational model developed by Raudenbush and Bryk (2002) is depicted in Figure 1 and can be subjected to multilevel analysis.



The above Figure No. 1 is the Educational model of Organisational Environment, classroom effect on students Learning.



In Figure 2. Multilevel dynamic education model of Organisational Environment, teacher, and teacher effectiveness on student achievements

Various research could be framed by the model that is being presented. According to Figure 2, research utilising the dynamic education model can concentrate on the interactive processes of student Achievements and specifically look at the effects of teacher effectiveness and teacher effects. It may be pointless to try to improve student learning by ignoring the interactive learning processes that take place between teachers and students. Unsatisfactory results could arise from placing too much focus on the teachers' contribution to students' achievement. According to Kimball, White, Milanowski, and Borman's (2004) study, there may not be a universally applicable teacher-to-student fit, as seen by the study's conflicting findings about the relationship between instructors' evaluation scores and student learning. Student traits determine how effective a teacher can be. We cannot effectively address the problems associated with teacher effectiveness and effects until we acknowledge the significance of the student's role in their own achievement.

CONCLUSION

Based on the data analysis, the researcher concluded that Dhanbad District secondary school teachers have a decent degree of teaching effectiveness. The findings also showed that secondary school teachers' efficacy as teachers is highly impacted by their workplace culture. Instructional efficacy is positively correlated with organisational climate; conversely, a negative correlation exists between organisational climate and efficacy. Thus, the level of teaching efficacy can be affected both positively and negatively by the organisational environment and the achievement of the students in government and CBSE board Secondary School of Dhanbad District.

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