

## “THE IMPACT OF ORGANISATIONAL EFFECTIVENESS ON WORK BEHAVIOUR OF EMPLOYEE”

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### *Abstract*

Organizational effectiveness represents the effectiveness of an organization for achieving the outcomes as enlisted in the mission statement of an organization. In order to accomplish and increase, sustainable organizational results, organizations need to envision and realize strategy and engage employees. To achieve desired organizational effectiveness, forerunners of an organization need to focus on aligning and engaging their employees, the employee management systems, and the structure and capabilities (including organizational climate) to the strategy. Effective implementation of strategy is a key driver of performance. Presently, businesses continue to struggle to survive or acquire sustainable competitive advantage, it becomes important for organizations to better conceive the factors that influence employees and necessary employee oriented work outcomes. The growing significance placed on understanding employees and their behavior within and towards the organization has produced a significant interest in investigating employee perceptions of climate within the organization. The purpose of this paper is to determine organizational effectiveness and its impact on work behavior of the employee. Here organizational effectiveness can be measured on the basis of organization climate and work behavior can be measured on the basis of employee commitment. The study is an experimental examination of the relationship between organizational climate and employee commitment in selected High schools of Bhopal.

**Keywords** : Organizational effectiveness, work behavior, organization climate, employee commitment

### INTRODUCTION

Education system plays a crucial role in the development of a nation. Success of an education system directly depends on teachers' pivotal role in ensuring achievement in an educational institution. Teacher's work behavior plays a crucial role in students' learning process. It is known to be related to teacher's effectiveness (Medly and Shannon, 1994). Teachers play the foundational and dynamic/strategic role in the educational system. It is inferred that better educational performance of students depends upon effective deliverance of ideas and concepts from their teachers. As professionals, teachers are decorated as appropriate role models and exhibit a commitment to scholarly values and to incessant learning for their students (Medly and Shannon, 1994). A significant factor that has influence on teacher's work behavior is organizational climate. The organizational climate is related to the measures based on principal's leadership behavior and teacher's attitude towards the School. Principals can encourage teachers for effective performance by identifying their emotions and needs and try to achieve them (Adeyemi, 2010). This support is highly dependent on various aspects of the principal's leadership qualities. Teacher's behavior too contributes in their job performance. Both principals' behavior and teachers' behavior are part of organizational climate which affects the teacher's job performance. Teachers are agreeably the significant group of professionals for any country's growth. Without teachers, the education system is crippled. The increased importance in teacher's job performance has made it drastically considerable to identify the factors that influence teacher's job performance. Recently, effects of organizational climate on teacher's performance have become a case of concern for researchers and education officials in the government. Although numerous studies and experimentation have been performed on teacher's work behavior, past research has been constrained by the shortage of studies on the effects of organizational climate on teacher's work behavior. Several reports have shown that teacher's job performance is declining around the world and India being particularly debacle. This seems to be adversely affecting the teaching and learning process including other instructional activities at school.

Resulting in the student's delusional and degraded individuality. Hence, it is crucial to determine the factor that has influence in teacher's work behavior.

### **MODELS OF ORGANIZATIONAL EFFECTIVENESS**

The first model comes from a study conducted on current Indian organizations and suggests that the organizational structure has the plausible future to improve the overall recognizable effectiveness of the organization (Bhargava & Sinha, 1992). The second organizational effectiveness construct is also based on correlated organizational course and was recently developed primarily as a tool for management consultants (Ridley & Mendoza, 1993). The third model of organizational effectiveness considered is based on gathering intellects of pre-selected efficiency indicators. Jackson (1999) proposed this model to examine the differences between community-oriented and member-oriented non-profit organizations. The fourth model, competing values framework (CVF), is used in comparing for profit and non-profit organizational effectiveness, which is based on previous attempts to formalize organizational effectiveness criteria (Quinn & Rohrbaugh, 1983). Apart from the above it has also been considered about some other models for organizational effectiveness i.e. Theoretical Model, Organizational Citizenship Behaviour (OCB) Model, CWB-OCB Emotional Model, and Three-Component Model of Organizational Commitment.

### **ORGANIZATION CULTURE AND CLIMATE**

The two most common concepts for evaluating the organizational atmosphere are its culture and climate. These intuitions share common descriptors and are incorrectly considered as being synonymous. Although difficult to define, culture explains the shared values and beliefs that employees have towards the organization (Mintzberg, 1989; Ouchi, 1981; Schein, 1992, 1999). Comparatively, Gilmer (1966) defined climate as the attributes that set an organization apart from another and constructively influence the behavior of the workers within the organization.

Organizational climate is defined as the measurement of an employee's relationship with the superiors and other employees during the work environment. Organizational climate is the internal characteristics of a school that distinguishes one school from another (Hoy, Smith, & Sweetland, 2002). Organizational climate influences the behavior of all its members. A school's organizational climate varies from open to close (Halpin & Croft, 1963). High morale can be classified as open. Also, teachers working well together without bickering and griping. A closed climate is an unhealthy or sick climate. Closed climate is undesirable, crippling both the faculty and the students (Halpin & Croft, 1963). Teachers are disengaged and do not work well with each other.

### **ORGANIZATIONAL CLIMATE**

Work environment or climate perception of employees has significant consequences for both individuals and organization. Climate or atmosphere in workplace has impact on employee's motivation, behavior, attitudes, potentials and commitment, which, in turn is predicted to influence organizational productivity (Adenike, 2011). In simple words, the climate or the organizational climate is considered very important in the life of organizations due to its clear effects and relations to the various regulatory activities. It affects employee's satisfaction and performance and thus the success of the organization and its ability to continue (Al-Saudi, 2012).

Organizational climate is defined as the set of attributes that describe an organization and those distinguish the organization from other organizations and influence the behavior of people in the organization (Farooqui, 2012). Organizational climate attempts to identify the environment that affects the behavior of the employees. Due to the organizational climate importance on employee's attitudes and behaviors, researches increasing attention in organizational behaviour literature (Holloway, 2012).

In literature, researchers have found links between organizational climate and employee attitudes and behaviors. Researchers suggest that organizational climate related with constructive behaviors like innovative behavior, organizational citizenship behavior and negative organizational behaviors like counterproductive behaviors. (Bellou and ndronikidis, 2009; Scheuer, 2010; Farooqui, 2012; Fagbohunge et al., 2012; Al-Saudi, 2012; Wolf et al., 2012).

## SCHOOL CLIMATE

The examination of school climate is two-fold. Organizational climate will be reviewed for both openness and health. Organizational climate operates along a continuum of open to close where the highly open climate is desirable. The initial instrument used to measure organizational climate was the Organizational Climate Description Questionnaire (OCDQ). The OCDQ was the first measure of school climate and has seen many revisions since its introduction. An examination of the OCDQ and subsequent revisions provides an insight into the measurement of school climate. Health is another way to measure climate. Organizational health specifies an organization's ability to adapt to constant changes within the organization. The instrument to measure organizational health is the Organizational Health Index (OHI). The natural overlap between openness and health led to the development of the Organizational Climate Index (OCI). The OCI is a combination of the OCDQ and the OHI which allows for the evaluation of climate combining the concepts of openness and health.

Halpin (1966) described that schools have a certain "feel" to them, and individual schools have their own "personality". Industrial and social psychologists define organizational climate as the views of teachers about their environment (Hoy et al., 1991, Tagiuri, 1968). The actual environment is less important than how teachers view it. The first quantified research on organizational climate in a school setting was done in an Elementary school by Halpin and Croft (1963). The initial study was given to 71 elementary schools. The purpose of the study was to identify the key interactions that occur between fellow teachers and also the teacher-principal relationship. The Organizational Climate Description Questionnaire consisted of 64 items that convey the interactions of teachers and principals in the school. The instrument was comprised of brief descriptive statements, and teachers were asked to respond to items along a 4-point Likert-type scale ranging from rarely occurs (RO) to very frequently occurs (VFO).

Another way to examine organizational climate is to delve into organizational health (Hoy & Feldman, 1987; Hoy, Tarter, & Kottkamp, 1991; Hoy & Miskel, 2008). Miles (1965) and Parsons (1967) were some of the pioneers in the description of school health and the comparison of the school to a social system. A healthy school is characterized by one that continues to grow and faces challenges through successfully coping with ever changing dynamics (Miles, 1969). Miles (1965) framework was designed for future discovery, but had no basis for quantifying school health. Initially, there were 10 dimensions for evaluating school health. The dimensions were based on the task, maintenance, and growth needs of an open social system.

## ORGANIZATIONAL COMMITMENT

Organizational commitment is an attitude, a faith and belief, a sense of attachment to and in an organization (Mowday et al., 1979). Commitment is influenced by characteristics of the organization with school climate. Climate variables are strong indicators of commitment (Riehl & Sipple, 1996).

Organizational commitment is an incessant relationship of the members with attachments to the organization's goals and values. An individual's attitude toward an organization is organizational commitment (Mowday, Steers, & Porter, 1979). Organizational commitment develops slowly with member participation. Commitment is influenced by characteristics of the organization (Riehl & Sipple, 1996)

The research history of organizational commitment is transitions from business and industry in to the school setting. The concept of teacher commitment highlights the desire to have low teacher turnover, reduced absenteeism, and shared organizational goals. The measurement instrument of organizational commitment for review is the Organizational Commitment Questionnaire (OCQ).

Porter, Steers, and Mowday (1974) described organizational commitment as the individuals' strength of identification and involvement with the organization. This commitment can be characterized by at least three factors:

1. A strong belief in and acceptance of the organization's goals and values.
2. A willingness to exert considerable effort on behalf of the organization.
3. A strong desire to maintain membership in the organization.

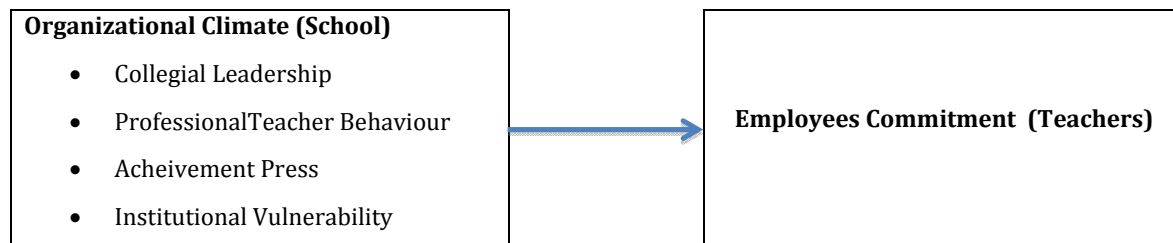
The initial investigations of organizations and their effectiveness were consolidated on businesses trying to evaluate productivity and profit (Steers, 1975). In an attempt to improve performance, employers sought studies aimed at decreasing turnover through improving job satisfaction (Steers, 1975, 1977). Although certainly an important endeavor, Porter, Steers, Mowday, and Boulian (1974) mention the failure of studies to account for commitment. It has since been noted that an organizational commitment was a better indicator of turnover than was job satisfaction (Koch & Steers, 1976; Porter et al., 1974). Commitment is more encompassing of the total organization, whereas job satisfaction is limited to the employee's job or one aspect of the job.

### METHODOLOGY

The primary goal of this study is to test the research questions that relate the different dimensions of the Organizational Climate Index (OCI) to teacher commitment. OCI dimensions are the independent variables and commitment is a dependent variable for the study. This research study shall be based on primary data as well as secondary data. The major source of primary data will be questionnaires, observations and survey.

#### Organizational Effectiveness

#### Employees Work Behaviour



#### Terms and Concepts of OCI

The Organizational Climate Index (OCI) is the climate of an organization which is a descriptive measure of schools developed by Hoy, Smith and Sweetland (2003). The OCI measures four attributed or dimensions of school climate. The four attributes are a) relationship between principal and teachers representing Collegial Leadership b) Professional Teacher Behavior describing relationship among teachers c) Teacher's, parental and principal's press for institutional achievement is called Achievement Press d) Institutional Vulnerability described as dealing with the relationship between the community and school.

#### Dimensions (Subtests of the OCI)

**Collegial Leadership** is directed towards both, achieving the goals of the school while meeting the social needs of the teachers. The principal treatment of teachers as professional colleagues is considered open, egalitarian, and friendly, but simultaneously setting clear expectations and standards of performance from teachers.

**Professional Teacher Behavior** is described by respect for colleague competence, commitment to students, autonomous judgment, and mutual cooperation and support.

**Achievement Press** interprets that a school setting a high but achievable academic standards and goals. Students insistence, strive to achieve, and respect by fellow students and teachers for their academic success. Parents, teachers, and the principal exert pressure for high standards and school improvement.

**Institutional Vulnerability** is the extent to which the school is susceptible to a few vocal parents and citizen groups. High vulnerability suggests that both teachers and principals are unprotected and put on the defensive.

#### Instrumentation

It is proposed to use tool like OCI (Hoy, et al, 2003) and OCQ (Mowday et al., 1974, 1976.) to evaluate climate and commitment respectively.

The Organizational Climate Index (OCI) is a 27-item descriptive questionnaire that measures elements of school climate.

The Organizational Commitment Questionnaire (OCQ) is a 15-item questionnaire that measures the degree of involvement, respondents have in their organization. This study will use the 9-item version that Mowday et al., (1979) used with four occupational groups.

The research studies on commitment showed preliminary analysis from business and industry which link required outcomes to commitment. Job performance, absenteeism, and turnover were a few of the required outcomes listed for organizational commitment. The OCQ is the primary instrument used to measure organizational commitment.

The requirement of both climate and commitment in a school setting lends itself to a analysis of their relationship. There is limited research available on the relationship between climate and commitment, especially when the measurement of climate is done using the OCI in India.

## RESULT ANALYSIS

A total of 32 school teachers participated in this study. Demographic variables of the teachers were extracted by asking questions on gender, age, education level, total number of teaching experience and number of years worked with present school organization. The two studies were the OCI (Hoy et al., 1991) climate instrument and the OCQ (Mowday et al., 1979) commitment instrument. The instruments were completed during a regularly scheduled faculty meeting. All teacher respondents were guaranteed anonymity and participation in the study was strictly voluntary. The school was the unit of analysis and each school was given a six digit identifier for comparative analysis. The OCQ was the dependent variable and the OCI and four subtests served as independent variables. The four subtests of the OCI are collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability. Correlations were found for testing hypotheses. Table 1 shows descriptive statistics of means, standard deviations, and range of the tested variables.

Table 1: *Descriptive Statistics of the Measures*

| Variables        | N  | Minimum | Maximum | Mean      | Standard Deviation |
|------------------|----|---------|---------|-----------|--------------------|
| CL               | 32 | 2.286   | 4       | 3.3749938 | 0.49320515         |
| PTB              | 32 | 2.286   | 4       | 3.2723125 | 0.59773931         |
| AP               | 32 | 2.125   | 3.88    | 3.1367188 | 0.55390783         |
| IV               | 32 | 1.6     | 4       | 2.6       | 0.72556985         |
| Commitment (OCQ) | 32 | 3.778   | 7       | 5.9201438 | 0.76628918         |

## CORRELATIONS

The five test variables were correlated, and most of the hypotheses were supported. Of the four subtest of the OCI, only institutional vulnerability was found to have no relationship to teacher commitment. Collegial leadership, professional teacher behavior, and achievement press were all shown to positively influence commitment. The correlation coefficients for each support this finding. Collegial leadership had a correlation ( $r = .65^{**}$ ,  $p < .01$ ) indicating a moderate relationship. Similarly, professional teacher behavior, had a correlation ( $r = .56^{**}$ ,  $p < .01$ ). Achievement press had a correlation ( $r = .60^{**}$ ,  $p < .01$ ) that was significant, although the relationship is less than collegial leadership. Table 2 shows the correlations of the variables.

Table 2: *Correlations (Pearson) between the Five Variables*

| Variables  | SCL | SPTB    | SAP     | SIV     | Commitment |
|------------|-----|---------|---------|---------|------------|
| SCL        | 1   | 0.786** | 0.745** | -0.242  | 0.651**    |
| SPTB       |     | 1       | 0.731   | -0.408* | 0.560**    |
| SAP        |     |         | 1       | -0.309  | 0.608**    |
| SIV        |     |         |         | 1       | -0.210     |
| Commitment |     |         |         |         | 1          |

\*\* $p < 0.01$ , \* $p < 0.05$



The analysis infers that there is a direct link between collegial leadership, achievement press, and teacher commitment. Collegial Leadership and achievement press are both predictors of teacher commitment with Collegial Leadership being the better predictor. Moreover, professional teacher behavior is a predictor of both collegial leadership and achievement press. Institutional vulnerability was the only subtest of the OCI which had no effect on teacher commitment.

## CONCLUSION

This study highlights the importance of school climate and teacher commitment. Both variables are important for their connection to constructive organizational outcomes. It is not surprising to find a connection between a good school climate and a more committed faculty.

It is expected that this work will help to enhance the quality of school education and also establishment of high academic standards or achievement.

The research will also help to the managing societies of various schools to understand the level of teaching employees and thereby enabling them to improve the quality of school education in the institutes. This study will also be very useful for the policy makers and apex bodies to improve the quality and level of school education in India.

The purpose of the study is to know the factors impacting work effectiveness among teachers in different school because it may have a direct effect on students learning in the Schools. It is important to understand the factors that may affect work behavior. The study will be beneficial to the society.

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