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Thesis Title: A Study of Organisational Climate in Self-Financing Teacher Education Institutions in NCR

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FINDING

Organisational Climate is one of the key criteria that determines Organisational Commitment of an employee. The study investigates the organizational climate and its impact on the organizational commitment of Teacher Educators (TEs) within Self-Financing Scheme Teacher Education Institutes (TEIs) in the Delhi National Capital Region (NCR). Employing a mixed-methods approach with sequential explanatory design, the research gathers quantitative data from 100 TEIs through questionnaires and qualitative insights from interviews with 38% of participants. The study explores demographic characteristics, including gender distribution (24% male, 76% female), rural-urban settings (45% rural, 55% urban), and professional experience (54% \leq 5 years, 46% $>$ 5 years).

Results reveal no significant differences based on gender or setting regarding organizational climate perception. However, experienced TEs ($>$ 5 years) feel less valued and respected, particularly in the dimension of respect, indicating organizational bias towards tenure. Descriptive statistics elucidate various dimensions of organizational climate, suggesting areas for improvement such as communication, reward systems, and conflict management.

The study emphasizes the critical role of organizational climate in shaping TEs' commitment and job satisfaction. Recommendations include leveraging experienced educators' insights, addressing biases in organizational practices, and fostering a supportive work environment. Enhancing organizational climate could lead to increased commitment, reduced turnover intentions, and enhanced job satisfaction among TEs.

Limitations include the study's focus on the NCR region and TEIs with continuous university affiliation for five years. Future research should include broader geographic areas, government institutions, and diverse teacher education programs.