

DEVELOPMENT OF A STANDARDIZED INDEX TO MEASURE THE ORGANIZATIONAL EFFECTIVENESS WITH REFERENCE TO ACADEMIC PERFORMANCE

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ABSTRACT

Organizational effectiveness has been used as an omnibus concept with a multiplicity of empirical references such as productivity, profitability, motivation and morale etc. It is not only related to quantifiable goals but also qualitative goals. Due to the non-availability of a proper index to measure organizational effectiveness with reference to academic performance, it was thought necessary to develop a standardized index to measure the organizational effectiveness related to teacher. Keeping this in view a study was conducted in the year 2016-17 and an attempt has been made to develop a standardized index to measure the organizational effectiveness with reference to academic performance. The procedure for development of a standardized index Sudha Rani's (2004) index was used. Initially 16 indicators were identified, after giving scores to the indicators and coding the data, mean was calculated for each indicator. Finally, the weighted mean of indicators of respondents (4.06) was obtained. Seven indicators of teachers were having weighted mean of 4.06 were selected as the final indicators of the study. Email id: sampathmspr@gmail.com

Key words: Standardized index, Teachers, Organizational effectiveness, Academic performance.

Likert (1967) viewed that organization effectiveness is an interrelationship among three variables viz., independent variables (such as leadership styles, organisational structure, technology etc.), intervening variables (like perceptions, attitudes, values, motivational forces etc.) and dependent variables (such as production, sales, employee turnover etc.). Katz and Khan (1979) explained organizational effectiveness as the maximization of profit or return to the organisation by all means. Zahir (1984) in his study defines organisational effectiveness as the degree to which an organisation accomplishes its goals. But Nagarajan (1986) viewed that an organisation is to be effective which have clear objectives, ability to utilise opportunities and respond to new challenges. Academic performance can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sporting, behaviour, confidence, communication skills, punctuality, arts, culture and the like.

It is operationally defined as the concept of how effective an organization is in achieving the outcomes of the organization intends to produce. The biggest problem faced by every attempt was to measure the concept as a variable based on some standard indicators. An attempt has been made to measure organizational effectiveness with reference to academic performance by considering all the factors suggested by many authors.

MATERIAL AND METHODS

Item pool

Based on the review of literature as well as discussion with the experts in the field of Management studies and Agricultural Extension, the below 16 indicators were enlisted for measuring the organizational effectiveness. Teaching, Evaluation, Recognition, Discipline, Facilities, Collaborations, Motivation, Power and Authority, Leadership, Organisational Communication, Conflict management, Work environment, Organisation structure, Organisation behaviour, Organisational politics and Organisational culture

Item scrutiny

After assessing the relevancy of these indicators finally seven indicators for teachers were retained as essential for measuring organizational effectiveness of PJTAU with reference to academic performance.

Selected indicators for teachers

1. Teaching
2. Organisational Communication
3. Work environment
4. Conflict management system
5. Organisational politics
6. Organisational structure
7. Organisational culture

RESULTS AND DISCUSSION

Judges rating on indicator

After defining indicators of measurement of organizational effectiveness of PJTAU with reference to academic performance, they were given to 30 judges comprising the experts in the cadre of Assistant Professor and above in the areas of Agricultural Extension in the Professor Jayashankar Telangana Agricultural University, Hyderabad and ICAR institutions located in Hyderabad to get the relevancy of each indicator on five point continuum *viz* most relevant, relevant, somewhat relevant, less relevant and not relevant with the weightage of 5,4,3,2 and 1 respectively for inclusion in the final index based upon the weighted mean score. (Ravindra, 2001)

After giving scores to the indicators and coding the data, mean was calculated for each indicator. Finally, the weighted mean of indicators of respondents (4.06) was obtained. Seven indicators related to teachers having weighted mean of 4.06 were selected as the final indicators of the study. Nine indicators which were below the weighted mean were omitted.

Reliability of Organizational Effectiveness Index

According to Kerlinger (1967) "Reliability is the accuracy or precision of measuring instrument". To know the reliability of the index, test-retest method was used.

S.No	Indicator	Mean score
1.	Teaching	4.2
2.	Organisational Communication	4.1
3.	Work environment	4.3
4.	Conflict management	4.1
5.	Organisational politics	4.1
6.	Organisational structure	4.2
7.	Organisational culture	4.4

Test and retest method:

Forty eight (48) statements were prepared to represent the organisational effectiveness of PJTAU with reference to academic performance related to teachers. The statements were arranged with the a-point response continuum and were administered to

a group of 30 teachers other than the final sample. After a period of 15 days the statements were again administered to the same respondents and thus two sets of scores were obtained. These scores were subjected to correlation analysis correlation coefficient worked out was 0.79 indicating that the organizational effectiveness indices were highly suitable for administration to the selected respondents as the indices were stable and dependable in its measurement.

Validity of Organizational Effectiveness Index

Content validity:

The validity of the test depends upon the fidelity with which it measures what is expected to measure. This method was used in the present study to determine the 'validity' of the indices. As the index value differences for almost all statements had a very high discriminating value, it seemed reasonable to accept the indexes as a valid measure of the organisational effectiveness of PJTAU with reference to academic performance.

Moreover the content to design the statements on organisational effectiveness were thoroughly discussed with the experts of Agriculture Extension and Management. No part of the content is ignored in the process of developing the index to measure of the organisational effectiveness of PJTAU with reference to academic performance. Hence these indices had satisfied content validity.

Administration of the index:

The index thus met the reliability and validity test satisfactorily indicated its ability as an instrument to measure organisational effectiveness of PJTAU with reference to academic performance.

An index was developed with the set of 48 statements for eliciting the response of teachers towards organisational effectiveness of PJTAU with reference to academic performance.

Computation of Organizational Effectiveness Index

Scoring: It was measured with five point continuum i.e. strongly agree, agree, undecided, disagree and strongly disagree with the scores of 5, 4, 3, 2 and 1 respectively for favourable statements and 1, 2, 3, 4 and 5 scores for negative statements. For example selected indicator frequency and percentages were calculated for every statement separately. The individual score was obtained by summing up the scores of all statements.

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S.No	Indicators	No. of statements	Maximum possible score	Minimum possible score	Maximum Obtained score	Minimum Obtained score
Teachers						
1.	Teaching effectiveness	9	45	9	42	12
2.	Organisational Communication	8	40	8	40	10
3.	Work environment	6	30	6	30	9
4.	Conflict management	5	25	5	22	7
5.	Organisational politics	4	20	4	18	6
6.	Organisational structure	7	35	7	33	12
7.	Organisational culture	9	45	9	45	15

Based on the scores of respondents were grouped into three categories based on exclusive class interval technique.

S.No	Indicators for teachers	Category	Class Interval
1.	Teaching effectiveness	Low Medium High	12-22 22-32 32-42
2.	Organisational Communication	Low Medium High	10-20 20-30 30-40
3.	Work environment	Unfavourable Favourable Highly favourable	9-16 16-23 23-30
4.	Conflict management	Unfavourable Favourable Highly favourable	7-12 12-17 17-22
5.	Organisational politics	Low Medium High	6-10 10-14 14-18
6.	Organisational structure	Not supportive Supportive Highly supportive	12-19 19-26 26-33
7.	Organisational culture	Less compatible Compatible Highly compatible	15-25 25-35 35-45

Scores obtained by respondents in all 7 indicators was summated to get a total score. Based on total score Respondents were grouped in to following three categories by using exclusive class interval technique.

The maximum and minimum possible scores for teachers were 240 and 48. The maximum and minimum obtained scores for teachers were 220 and 52.

S.No	Category	Teacher
1	Low organizational effectiveness	52-108
2	Medium organizational effectiveness	108-164
3	High organizational effectiveness	164-220

CONCLUSION

The index was developed with the correlation coefficient worked out as 0.79 indicated that the organizational effectiveness indices were highly suitable for administration to the selected respondents as the indices were stable and dependable in its measurement. The reliability and validity value of the index show the precision and consistency of the results. Teacher's perception about organizational effectiveness in relation to academic performance is priceless resource to policy makers for designing policies to increase effectiveness and academic performance.

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