Chapter - I

Introduction
INTRODUCTION

The greatest gift the God has given to man is a well-developed brain which gives him the supreme place among all the living creatures. A child brain though a natural gift, needs to be moulded and well directed for living a congenial, comfortable and disciplined life. The process which brings out this change is what we call as education. Education humanizes humanity and makes life progressive, cultured and civilized. It is through education that man develops his thinking and reasoning, problem solving and creativity, intelligence and aptitude, positive sentiments and skills, good values and attitudes. It is through education that he is transformed into human, social, moral and spiritual being.

Education is not restricted to a particular age, stage or span of life, but it is a continuous process and includes all the influences which act upon an individual during his passage from cradle to the grave. At every moment, the contact with the environment gives him a new experience, a new teaching. It will not be wrong to say ‘life is education and education is life’. In the words of Tagore, “Education is that which makes one’s life in harmony with all existence and thus enables the mind to find out that ultimate truth which emancipates us from the bondage of dust and gives us the wealth, not of things but of inner light, not of
power, but of love, making this truth its own and giving expression of it.” According to the Delor’s commission (1996), education must be organized around four fundamental types of learning which in a way will be a pillar of knowledge throughout a person’s life such as: learning to know, learning to do, learning to live together and learning to be. Education brings about a change not only in an individual or a society but also the entire nation. All eminent scholars and educationists have acknowledged the importance of education in economical, social and political development of a nation. According to American Commission on Teacher Education (1974), “The quality of a nation depends upon the quality of its citizens and the quality of its citizens depends upon the quality of their teachers.” Teachers can either make or mar the society. An educational institute with an excellent material resources like infrastructure and a good curriculum is unlikely to achieve its goal if the teachers are ineffective, misfit and indifferent to their responsibility.

“No system of education, no syllabus, no methodology, no textbooks can rise above the level of its teachers. If a country wants to have quality education, it must have quality teachers” (V.S. Mathews).
Teacher plays an important role in the social reconstruction and in the transmission of wisdom, knowledge and experiences of one generation to another. Children are the potential wealth of a nation. They are always exposed to the information of the teacher. It is therefore necessary to realize that the emerging Indian society can achieve all round development with the help of the teachers who act as a powerful agency in transmitting its cherished values. A teacher is not only a custodian of a nation’s values but is also an architect par excellence of new values.

Dr S. Radhakrishnan has aptly remarked, “Teacher’s place in society is of vital importance. He acts as the point of transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning.”

The Secondary Education Commission (1952-53) has rightly said, “We are, however, convinced that the most important factor in the contemplated education reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community.”

National Policy on Education 1986 emphasizes the teacher and his/her important role in bringing about desirable changes in the education. It says, “The government and community should
endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community.”

The ancient Indian literature has also given the highest regards to the teachers along with the parents. The Vedas have observed “Matur devo Bhavo, Pитri devo Bhava, Acharya devo Bhava”. The then schools were referred as Gurukuls. These Gurukuls were somewhat similar to the present day boarding schools. These Gurukuls not only provided the bookish knowledge but also they were responsible for generating a feeling of humbleness, self-respect and respect for all others in them. They refined their character and would develop those skills in them which were most useful practically in their lives. In a very homely environment, these Gurukuls disciplined the lives of the pupils and taught them to live in harmony.

The modern days schools are though different from those Gurukuls but the motive of both are more or less similar and that is to educate our children and bring an all-round development of the child. Our schools should become welcome places for children, where there is a lot of fun and laughter. The shrill, uninhibited
giggles and laughter and shouts of our children should echo in our schools. Whimper, tears and cries should have no place in our schools. Teachers should be foster-parents, who gently, yet firmly guide the destinies of the children in their care. They must love and respect the children, so they would get the same in return from the children. Teachers should not only teach their children well, they must also treat their children well. That would make a good school, for there is no greater hope for our country than good schools, which are effective schools, in a very real sense.

1.1 CONCEPTUAL FRAMEWORK

In order to study the teacher effectiveness in relation to the school organizational climate and administrative behaviour of the school heads, it would be worthwhile to examine the concepts of teacher effectiveness, school organizational climate and administrative behaviour of school heads.

1.1.1 TEACHER EFFECTIVENESS

Teacher can be considered as a pivot of educational process. He has the greatest responsibility on his/her shoulders in building the nation. The teaching is the fundamental duty of a teacher and it has to be made effective in order to make a successful teacher. ‘Successful’ and ‘Effective’- these two terms may be used as synonymously in the context of good teaching. Mursell has
therefore aptly observed, “Successful teaching is teaching that bring about effective learning.” In the absence of learning teaching is just talking. So, it is not the teaching, but the effective teaching which is considered influential.

Successful teaching must create a congenial atmosphere in the classroom for mutual interaction between the teachers and students and among the students also. Ryan (1969) remarked that an effective teacher may be understood as “One who helps in the development of basic skills, understandings, proper work habits and desirable attitudes, value judgment and adequate personal adjustment of the student.”

Teaching is largely an occupation in which teachers function both within their classroom and as a member of the larger school organization, something that has been identified for teachers as a dual allegiance to both the school and students (Jackson, 1968). Models of teaching place different emphasis on the relationship between students, teacher, and the school administration. Central to these conceptions are questions of the types of decisions that teachers make in the classroom, the nature of their knowledge base, and finally, the degree of control that the administration has over the teaching task. All emphasize what Lortie (1975) calls the
“interpersonal transactions and states which teachers realize with their students.”

While the work of teaching is complex, there is no consensus on what constitutes “best” teaching, but rather multiple and sometimes conflicting strategies reflecting broad curricular and instructional debates as well as the beliefs and values of the individual teacher. Further, differences between the age, academic level, and needs of students mean that teaching requires different skills and knowledge in different contexts. These multiple contexts underscore that effective teaching is not fixed, but rather reflects the particular organizational environment and student needs.

In the dictionary of education, Good, C.V. (1959) defined teacher effectiveness as the ability and interaction between the physical, intellectual, and psychological interests of the students, content efficiency of the teachers and the social needs.

We define effectiveness as the degree to which workers produce outcomes related to the objectives of their organizations.

Walls (1999) summarized the most prevalent recommendations from the teaching-effectiveness research literature and described under four headings i.e. the ‘four aces of teaching.’ They are the strongest links between what teachers can do and the learning that students achieve. The Four Aces represent a consolidated way of
thinking about the "process" of teaching as it influences the "product" (student learning). They may be thought of as catalysts for learning. Student learning is better, faster, and/or more long-lasting when teachers are able to play the Four Aces. The Four Aces of Effective Teaching are Outcomes, Clarity, Engagement and Enthusiasm.

The first Ace of Effective Teaching concerns the utilization of an outcomes-based instructional orientation. Outcomes enable students to focus their attention on clear learning goals. These outcomes inform students of where they are going and how they will get there. Outcomes also provide the teacher with a framework for designing and delivering the course content. Furthermore, outcomes enable teachers to assess student learning as a measure of their own instructional effectiveness. More effective teachers use designated outcomes as a basis for the establishment of curricular alignment. Curricular alignment is the degree to which the employed instructional methods and assessment techniques enable the student to acquire and/or demonstrate the desired learning.

The second Ace of Effective Teaching involves the clarity of instruction. More effective teachers typically provide students with highly explicit directions and explanations concerning the course
organization and content. When delivering instruction, nothing should be left to chance. If students are not meeting your expectations, your methods of delivery may lack the required degree of clarity. When a teacher tells, shows, and makes the message available from alternate perspectives to alternate senses, that teacher is engaged in effective instructional practice. Additionally, the course should be structured in a way that affords students the opportunity to make connections between the new material that is being presented and the concepts that they have already learned. This instructional strategy is referred to as curricular scaffolding. When a teacher helps students connect new information with what they already know, the teacher is assisting these students in accurate organization of information.

The third Ace of Effective Teaching is engagement. This principle suggests that students learn by doing. The formal lecture represents an archaic model defined by instructor as deliverer and student as receiver. This model exemplifies one-way communication and perpetuates an incomplete model of education. Accordingly, teachers must create a dynamic, educational environment that affords students the opportunity to practice every concept that they are learning. More effective teachers utilize instructional strategies that engage students repeatedly throughout the entire lesson. This
engagement should begin early in the lesson and continue throughout the lesson introduction, body, and closure. As a general rule, a teacher should limit a lecture to no more than thirty minutes before employing a learning activity that actively engages all students. Furthermore, these engagement activities are intended to facilitate the development of the knowledge, skills, and attitudes that will enable the student to accomplish the previously identified lesson outcomes. This type of curricular alignment is a critical component of an effective, student-centered learning environment.

The fourth Ace of Effective Teaching is enthusiasm. As straightforward as it may seem, "if you hate to teach it, your students will hate to learn it.” Conversely, if you love to teach it, your students may very well love to learn it. Enthusiasm is contagious. More effective teachers display a high level of enthusiasm that reflects their professional competence and confidence. These characteristics are derived from the individual teacher’s subject matter knowledge and instructional experience. Teachers can begin to establish a positive learning environment by showing their passion for the subject matter, using student names, reinforcing student participation during class, and being active in moving among the students. The most critical component for
fostering classroom enthusiasm, however, is student success. Accordingly, it is the teacher's responsibility to establish a classroom environment that allows for a high degree of student achievement. Ultimately, high levels of student achievement serve as a powerful motivator for both student and teacher.

Flander’s and Simon (1969) defined teacher effectiveness, “An area of research concerned with relationship between characteristics of teacher, teaching acts and their impact on educational outcomes.”

It has been aptly said “There is no single royal road to effective and successful teaching. There are many roads, high ways and byways, royal roads and narrow lanes, delightful paths and even rough ones which need to be used for meeting particular needs, situations and goals.”

According to Remmers (1952), effectiveness means, “The degree to which an agent produces effects.”

Teacher Effectiveness is an amalgamation of both cognitive and non-cognitive attributes like academic qualification and distinctions, clarity of thought and expression, fluency, teaching strategy, charisma, and experience and socio-personal interaction.

Teaching is an important task a teacher does in the classroom. Effectiveness in teaching doesn’t relate to teacher’s age
and teaching experience. One can become an effective teacher irrespective of his age and experience. An effective teacher not only knows the subject matter he intends his students to learn but also knows the misconceptions his students bring to the classrooms, which will interfere with the learning of subject matter.

The question is not what methods or procedures are employed, or whether they are old fashioned or modern, time tested or experimental, conventional or progressive, all such considerations may be important, but none of them is ultimate for they have to do with means, not ends. The ultimate criteria for success in teaching are results. These results must be long lasting and should be useful in child’s life. The effects of teaching must influence the pupil’s behaviour, his personality, his values and attitudes. The result of teaching should affect his thinking and mould his character.

Effective teaching must ensure maximization of learning experiences. It aims at achieving optimum objectives of teachings. Besides other factors like well-planned curricula, suitable infrastructural facilities etc. effectiveness of teaching can be achieved with the help of skillful teachers. Teaching and learning are the two aspects of same coin, and education implies the study of teaching skills and practices. Teaching to be effective must be
handled by effective teachers. If the destiny of a nation is being shaped in the classroom, teacher is the architect of destiny. Teacher effectiveness is related to the outcomes that reflect the achievement of students and the objectives of education.

Medley (1982) asserts, “Teacher effectiveness can only be assessed in terms of behaviour and learning of students, not behaviour of teachers.”

“An effective teacher is not only the master of his subject, but also the master of his classroom situations. Classroom management is concerned with the set of teacher behaviour and activities that he primarily intended to foster student’s cooperation and involvement in classroom.” (Emer 1987) Effective classroom management implies that the teacher has effective control over teaching class and can provide the learning experience in a manner desired by him. It also implies that the teacher can secure the student cooperation and involvement in the teaching-learning process. The effectiveness of class management can be judged by the effectiveness of the teaching-learning process. The effectiveness of this process depends on the efficiency and competency with which it has been organized and quantity and quality of learning that has taken place in the learners. The teacher’s behaviour should be democratic and not autocratic. His leadership qualities
determine the extent of effectiveness in the classroom. He should follow the strategies deemed suitable for promotion of group leadership, class climate, individual creativity, inter-human relations, cooperative behaviour and academic excellence.

An effective teacher should have good interpersonal relations. His interpersonal roles are related to social, emotional and spiritual growth of students on one hand and fostering cooperation and supportive work among fellow teachers, principal, other school employees and parents. The teacher works as counselor or guide to the students. He must have knowledge of background, needs, interests, previous knowledge or entry behaviour, strengths, weaknesses and ways of communication of individual student and their personal problems if possible. This can be helpful to the teacher in making his teaching more relevant and meaningful. He should aim at full development of pupil’s personality and make them self reliant. The teacher should communicate and work with his fellow teachers and parents formally and informally. He should give and receive social and professional support to and from them. It will develop a congenial atmosphere for teaching and learning in the school.

An effective teacher should be able to prepare, plan, and properly organize teaching in accordance with the course
objectives. Once the teacher determines the objectives to be attained, he selects the necessary material for it, outlines the subject matter to be presented before the students, chooses the teaching methods and procedures for the attainment of the objectives and prepares the evaluation tools and devices for checking the level of attainment of the objectives. He should desist from monotonous and monologue discourse since it is neither good for the physical health of the teacher nor good for the mental health of the students. Instead it would be better to invite and encourage the students to participate in the teaching-learning process. This kind of interrogative interaction helps the students discover their own understanding of the subject matter and internalize their new knowledge meaningfully and systematically.

An effective teacher is also a good instructor. He directs the learning, plans interesting and meaningful learning experiences, uses a variety of instructional materials and procedures, provides for individual differences, maintains, records and reports the achievement of the students on individual basis. A good teacher is considered as a guide, consultant and resourceful person by the students.

An able teacher continuously works and concentrates on the development of subject matter knowledge and method of teaching.
He keeps on refreshing and broadening his knowledge by going through the books and journals related to his subject and pass the information to his students. He keeps himself updated by going through different research works and attends various seminars and refresher courses.

A good teacher conducts various researches related to different problems of classroom teaching-learning situations and tries to find suitable solutions for them. He has a definite conception of desirable attainments on the part of the students, estimates the actual attainment and compares the actual with the desired elements. Attainment by the students can be evaluated and assessed through recall, recognition, classification, comparison and discrimination of data, detection of errors, identification of relationship, elaboration and interpretation of facts. It has been aptly observed by Raza and Fernandes, “Evaluation of student’s performance is an integral part of education and calls for clear understanding of the educational processes, intellectual innovativeness of a higher order, deep appreciation of student responses and intensive back breaking work spread over the whole year.”

He should have knowledge of himself as the concept of ‘know thyself’ is of crucial importance to man in general and to a teacher.
in particular. The teacher should be conscious of his own strengths and weaknesses at first before he tries to know others in any situation like classroom. He must know his personal qualities, namely whether he is democratic or authoritarian in approach, whether he is easily irritated or tolerates any odd situation, whether he can control his emotions in the classroom or is easily disturbed by a slightly untoward incident in the classroom.

To play his role effectively, the teacher should possess two personal traits. They are caring attitude and an interest in developing close relationship with the students. The caring attitude can be developed by the teacher if he considers his students as his sons or daughters. He should deal with all his students in such a way that everyone considers himself or herself the closest to the teacher. Teacher’s own behaviour determines his effectiveness. A.S.Barr (1961) finds the following reasons for why some teachers fail to work in the way expected from them and rendered ineffective. These are:

- Lack of physical energy.
- Lack of determination and drive.
- Lack of adaptability.
- Lack of flexibility of the ability to adjust to different needs, persons and situations.
• Personality conflicts.
• Rigid value systems and attitudes.

The characteristics of an effective teacher have been summed up by Krishnan and Nightingale (1994) as follows:

• He can teach using different methods of teaching, employing a variety of audio-visual aids.
• He should have moral prestige.
• He should have intellectual depth.
• He should have a sense of humor.
• He should be man of all-round personality.
• He should be confident and at ease when teaching.
• He has a good relation with the pupils.
• He manages the class well.
• He stimulates and motivates pupil to think independently.
• He explains the points clearly.
• He should be resourceful in providing the varied experiences to the students.

Thus the role and responsibilities of teachers are not limited to teaching but rather have been multifarious, multidisciplinary and multidimensional in order to ensure effectiveness of teaching.

For enhancing teacher effectiveness exploring and identifying teaching priorities, teacher’s abilities and proficiencies and
teaching climate are must. Appreciation to personal and instructional skills of a teacher may further enhance teacher effectiveness.

Qualitative position of pupils allows healthy promotion of teaching. Teachers really enjoy a superior atmosphere of teaching where lessons become vibrant and very effective because learners readily and poignantly react to every learning item.

Classroom environment has a great impact on teacher effectiveness. A good classroom environment always awaits effective and sincere teaching and vice versa. It may be added here that an effective teacher is able to maintain a good classroom environment which further improves his effectiveness.

Effective teaching can't ignore favourable peer environment. Inspite of best efforts towards effective teaching, absence of adequate and clear peer environment leads to passive and mechanical teaching often affecting personality and techniques adopted by efficient teachers as well.

A cooperating and encouraging management and administrator, provision of teaching aids and facilities and freedom to express himself are the other important factors favouring teacher effectiveness.
To assess the teacher effectiveness in terms of his characteristics (personality, attitudes etc.), process (teacher pupil interaction etc) and production variables (outcomes of teaching-learning process), five areas were used viz Preparation and Planning for teaching, Classroom Management, Knowledge of Subject matter, its delivery and presentation, Teacher Characteristics and Interpersonal Relations. These areas cover all the functions of a teacher. A brief description of these five areas is given below:

A. **Preparation and Planning for Teaching**:

This area includes the ability of the teacher in preparing, planning and organizing for teaching in accordance with the course objectives by using different material.

B. **Classroom Management**:

This area includes the ability of the teacher to successfully communicate, motivate the students and evaluate the teaching learning process and also to maintain discipline in the classroom within the framework of democratic set-up.

C. **Knowledge of Subject Matter; its Delivery and Presentation including Black Board Summary**:

This area includes the ability of the teacher in acquiring, retaining, interpreting and making use of the contents of the
subject he/she is dealing within the classroom situations. Delivery of course contents and its presentation including Black Board summary constitute essential aspect of the teaching-learning process.

**D. Teacher Characteristics:**

This area refers to the personality make-up of teachers and its behavioural manifestations that have their own level of acceptability or unacceptability in the teaching profession. Ability to arouse ‘A Perceptive Mass’ and seeking active participation of pupils, constitute essential demand characteristics of effective teacher.

**E. Interpersonal Relations:**

The ability of the teacher to adopt himself/herself to maintain cordial relations with his/her colleagues, pupils, their parents and other persons in the community with whom he/she is to interact as part and parcel of his/her profession form the basis to this area.

**1.1.2 SCHOOL ORGANIZATIONAL CLIMATE**

The effectiveness of a teacher is likely to be influenced by the inter-personal relationship within the institution i.e. among the teachers themselves and between the teachers and the head teacher. This is what we call as organizational climate.
Human beings have always lived in organized groups. Initially, group activities were simple like gathering food, migrating or defending the security of the group. The outcome of this group effort was mainly that it gave people a chance to pool their talents and efforts for attaining larger goals such as building and protecting their communities. The group also gives it a distinct identity. Later on, specialized nature of functions enabled individuals to concentrate on tasks that they were best at, instead of doing every task which was required for survival and progress. This sort of group activity requires co-operation without which members may work at cross-purposes and thus miss the benefits of association. To achieve this co-operation and thereby the desired goals, some system of structural relationships had to be established. This type of a system of group relationship built on co-operation is basically the meaning of an organization. Thus, an organization can be viewed as a social system of co-operation that is designed to enhance individual effort at goal accomplishment.

In other words, organization refers to a group of persons who are oriented towards, achieving a common objective. The aim of all organizations is to enable a group of people who are specialized in different task to work in a coordinated manner for accomplishing of specified goals and organization objectives. Thus, an organization
carries a set of objectives, the relative arrangements of people and physical resources, a set of rules and regulations and a hierarchical structure of authority with formal lines of communications. In other words, it is a structural framework within which the various efforts are coordinated and related to each other for the successful achievement of organizational objectives.

In the words of Davis, “Organization may be defined as any group of individuals, large or small, i.e. cooperating under the direction of executive leadership in accomplishment of certain common objects.” According to Mooney and Reiley, “Organization is the form of every human association for the attainment of a common purpose”.

Climate is attitudinal and is also defined as the qualitative aspect of the interpersonal relationship within the organization. New Webster’s Dictionary of the English language (1981) describes climate as the tendency suggestive of the mood and temper of a social organization or a political group. Climate may also be defined as a set of properties of the work environment, which are specific to a particular organization, that may be assessed by the way the organization deals with its employees and it’s societal and task environments. This definition views the climate as an entity
generated by some unique way of interaction of a particular organization with its boundaries.

Organizational climate is a term that was probably first used by Cornell in 1955. He used the term to denote a "delicate blending of interpretations or perceptions by persons in the organization of their jobs or roles in relationship to others and their interpretation of the roles of others in the organization". He interpreted organization in the sense of a formal structure.

The dictionary of education (Good, 1959) defines organizational climate as the pattern of social interaction that characterizes an organization. "A set of characteristics that describe an organization and that distinguish the organization from other organizations and influence the behaviour of the people in the organization is known as its organizational climate." The human interaction that takes place in the school plays an important role. The school is the web of interaction among people who live and work together in a particular way. The atmosphere in which the school conducts itself is technically known as its organizational climate. School being an organization can be said to have its own culture emanating from its role expectations and functions. Schools are expected to develop the interests, attitudes, intellectual ability and creativity level, personality make up, value
system, habits and character of their students. The psycho-emotional environment in which the process of education takes place in school speaks of their organizational climate.

The term organizational climate has been variously understood in many ways as ‘the feel’, ‘the atmosphere’, ‘the environment’, ‘the zeal’, ‘the ideology’, ‘the tone’ or ‘the milieu’ of an institution. “By organizational climate is meant a general flow of behaviour and feelings within a group” (Halpin and Croft 1963). It can also be considered as “A set of measurable properties of the work environment of the teachers and administrators based on the collective perceptions”. Just as individuals have personalities, so do the schools: a school climate may be thought of as the personality of a school.

The concept of organizational climate has a rich history in the social science literature. In the early 1960s George Sterns was one of the first psychologists who saw the analogy with individual personality and used the concept of organizational climate to study the institutions of higher education.

School life has a perennial impact on the child. Though this is an oft-repeated axiom, its significance is neither recognized adequately nor translated into concrete action. Those who make decisions in relation to education are often concerned only with the
form of education, not its substance. Not enough thought is bestowed on the need to create the right climate in our schools. We must know for a fact that a child’s learning and behavior depend largely on the kind of school climate he/she lives in. Researches have pointed out “a significant difference in student achievement between schools with a good school climate and those with a poor school climate.” (Bulach, Malone & Castleman, 1994). We, therefore, must identify the factors that enable a healthy school climate, and create them in every school, because that is the very quintessence of a good school.

Thus the use of the concept of organizational climate has now quickly spread to schools and business organizations, each with a somewhat different conceptual view of climate. Although there are a variety of conceptualizations, there is a general agreement that organizational climate arises from routine organizational practices that are important to an organization’s members that are defined by member perceptions and that it influences member’s attitude and behaviour. Thus, school climate is a relatively enduring character of a school that is experienced by its participants that affects their actions, and that is based on the collective perceptions of behaviour in the school.
A school environment plays an important role in achieving the goals framed for the children, because the school environment has maximum impact on their thinking, reasoning and problem solving behaviour, achievements, attitudes and values. It is this climate, which can be found conducive for the teachers to teach and the students may feel like learning in it. The other side of the coin is that school organizational climate may work to develop apathy in the minds of the teachers for teaching and at the same time it can prove to be instrumental in creating distance for learning in the minds of the learners. It may be said that organizational climate projects the nature of a teaching-learning situation that is believed to prevail in a school.

Every school has its own character, and a distinct identity of its own. This is the sum total of all the values and norms and the adherence to it, which have been internalized by all or most of the people associated with a school, which form a part of everyone's psyche. When people refer to the 'traditions' of a school, they are actually speaking about these deeply embedded characteristics of the school. This becomes the 'school climate'. These are all different ways of describing the 'quality of life' that is experienced and lived by all the participants in the school life. This in turn is recognized by the parents and the community that surround the
school. There are obviously various components, which ultimately shape the climate or ethos of a school. But all those individual factors by themselves are not as powerful as the combined effect of all the factors, which we call the school climate. It is therefore the cumulative effect that shapes the climate of the school.

The three essential P’s of a healthy school climate are Place, People and Processes. When these three elements are complementary and are in consonance with each other, a congenial climate is created. Every school should aim at creating such a climate. To be good and effective, a school should have a clear organization, characterized by stated missions, goals, values and standards of performance. It has to strive to create a professional environment for teachers that facilitate the accomplishment of their work. Teachers participate in decisions affecting their work, have reasonable autonomy to carry out their work, share a sense of purpose and community, receive recognition, and are treated with respect and dignity and they enjoy a sense of pride and fulfillment in their profession. Such a school will have a Principal, with a driving vision who imbues decisions and practices with meaning, placing powerful emphasis on why things are done, as well as on how they have to be done. Decisions are not made just because
they are practical, but for reasons of sound principle and noble purpose (Chayya, 1974).

School climate has become a global construct that researchers often use loosely to group together studies of school environment, learning environment, learning climate, sense of community, leadership, academic climate and social climate. School organizational climate though lacks a specific definition; school culture is a related term that has been used to describe the work environment. In fact, climate and culture are often used interchangeably by some educators to refer to the distinctive workplace of a school. A useful distinction is that culture consists of shared values and assumptions, whereas climate is defined by shared perceptions of behaviour.

Thus, school climate can be viewed as the organizational ‘personality’ of a school. An organization, of course, doesn’t automatically take place. It takes shape, when the persons involved in it are in co-operative arrangement with each other and are prepared to contribute their best to the joint activity. Griffiths (1964) has concluded that there are two types of school systems-open & closed. A closed system is independent of its environment and doesn’t describe the school system as organization. In an open system, there is an input-output relationship with its environment.
It maintains itself a steady state and is self regulating. A school climate with open, healthy and collegial professional interactions and strong academic emphasis empowers teachers and create norms of collective efficacy that shape the normative environment of schools and influence teacher behaviour. When teachers believe that they can organize and execute their teaching in ways that are successful in helping students learn, and when the school climate supports them, teachers plan more, accept personal responsibility for student performance, are not deterred by temporary setbacks, and act purposefully to enhance student learning. It is important to try to understand how specific school climate attributes influence critical teacher behaviours that improve teaching and learning in the classroom.

In practical terms organization is usually evaluated on the basis of two dimensions: (i) performance and (ii) human factors. Halpin and Crofts (1963) enunciated four common dimensions: (i) Disengagement (ii) Esprit (iii) Intimacy and (iv) Production Emphasis. The four new dimensions stated by Sharma in 1973 are: (i) Psychophysical Hindrance (ii) Alienation (iii) Controls and (iv) Humanized Thrust. These dimensions have further been grouped under two categories: “Group Behaviour Characteristics” and “Leader Behaviour Characteristics”.

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(I) **Group Behaviour Characteristics**

1. **Disengagement**: It refers to the teacher’s tendency to be ‘not with it’. This dimension describes a group which is “going through the motions”, a group that is “not in gear” with respect to the task in hand. In short, this subtest focuses upon the teacher’s behaviour in a task-oriented situation.

2. **Alienation** refers to the behaviour patterns among the group (faculty), including the leader (the principal), which are characterized as highly formal and interpersonal. It reveals the degree to which the principal ‘goes by the book’ and adheres to policies rather than dealing with the teachers in an informal, face to face situation. It also indicates the emotional distance between the group and the leader, and at the same time, among the group members.

3. **Espirit** refers to morale. The teachers feel that their social needs are being satisfied, and that they are at the same time enjoying a sense of accomplishment in their job.

4. **Intimacy** refers to the teacher’s enjoyment of friendly and social relations with each other. This dimension describes a social needs satisfaction which is not necessarily associated with task-accomplishment.
(II) Leader Behaviour Characteristics

1. **Psycho-Physical Hindrance** refers to the feeling among the group members that the principal burdens them with routine duties, management demands and other administrative requirements which they consider as unnecessary. At the same time they perceive the principal as highly dictatorial in his behaviour. He is not adjusted to feedback from the staff; his style of communication tends to be one-dimensional.

2. **Control** refers to the degree to which the principal’s behaviour can be characterized as bureaucratic and impersonal in nature; although task-oriented in behaviour the extent to which he tries to raise the degree of effectiveness and efficiency by helping the group work towards the common goal by providing adequate operational guidance and secretarial service.

3. **Production Emphasis** refers to behaviour of the principal which is characterized by close supervision of the staff. He is highly directive and plays the role of a ‘Straw Boss’. His communication tends to go in only one direction, and he is not sensitive to feedback from staff.

4. **Humanized Thrust** refers to the behaviour of principal which is marked by his attempts to motivate the teachers through personal example. He does not ask the teachers to give themselves
any more than they willingly give of themselves. The behaviour of
the principal though unmistakably task-oriented, is at the same
time characterized by an inclination to treat the teachers humanly
and tender heartedly. He attempts to do something extra for them
in humanistic terms, and consequently his behaviour is viewed
favourably by the teachers.

On the basis of these eight characteristics Sharma identified
six school organizational climates. A brief description of these six
climates as given by him is provided as below:

**Open Climate**

It refers to an environment in which teachers obtain social
needs satisfaction as well as job satisfaction and enjoy a sense of
accomplishment in their job. They perceive their principal (leader)
as highly considerate and democratic in behaviour and hence the
group members as well as the principal feel ‘all of the piece’. So the
group enjoys a high degree of integration and authenticity of
behaviour.

**Autonomous Climate**

It refers to an environment in which the teachers enjoy a
friendly relationship and a high degree of group morale. They
satisfy their social need to a great extent and enjoy a moderate
degree of job accomplishment. Absence of active leadership mixed
with average controls on part of the principal is perceived as an element of psycho-physical hindrance.

**Familiar Climate**

It is characterized by the conspicuously friendly behaviour of both the principal and the teachers. The teachers have established personal friendship among themselves and socially, at least, everyone is a part of large happy family. Social needs satisfaction is extremely high. The principal exercise leadership in an indirect manner and tries to keep production satisfactory. His behaviour is job oriented but doesn't hinder the social needs satisfaction on the part of the teachers.

As the principal does not want to disrupt the 'big, happy family' he is afraid to make changes. He does not make any attempt to motivate or lead teachers to put their best efforts. He exerts little control on teachers' activities. The leadership lacks commitment and is feeble. He lacks the will and competence to emphasize production. Although no one is ‘wrong’, no one works to full capacity. Little is done either by direct or indirect means to evaluate or direct the activities of teachers. Principal is regarded as a ‘good guy’ who is interested in the welfare of the teachers and who ‘looks out’ for them.
**Controlled Climate**

It refers to an environment which can be characterized as highly task-oriented at the cost of social needs satisfaction of the members (teachers). Leadership acts stem from only one side and in a dictatorial manner. Group involvement is never encouraged. The human aspects of the individual is neglected and communication is always one sided. Teachers get job satisfaction out of task-accomplishment.

The principal is more result oriented, shows bossism. He has low human qualities and gives little love, warmth or sympathy to his teachers. He is dominative and directive, formal and impersonal, ego-centered. He delegates few responsibilities and does everything to keep the school moving.

**Paternal Climate**

It refers to a situation in which there is very little scope for the members to satisfy their social needs and drive job satisfaction. The faculty has to work in the way the principal wants but at the same time the principal as a paternal guardian of the school faculty does not ignore the individual interest and hence his behaviour is perceived as highly considerate.

It is a partly closed climate and principal’s behaviour is non-motivating. He becomes intrusive and wants to know everything at
once. He is everywhere at once, checking, monitoring and telling people how things should be done but still nothing seems to get done. As the principal takes care of things as best as he can, teachers give up trying. They do not enjoy friendly relations with each other nor have adequate satisfaction with regard to task accomplishment. As the principal fails to provide an example or an ideal which teachers can emulate, they are not motivated.

**Closed Climate**

It is characterized by a high degree of apathy on the part of all members of the organization. The organization is not moving. This climate lacks authenticity of behaviour. The principal constraints the emergence of leadership acts from the group. The group members secure neither social needs satisfaction nor job satisfaction stemming from task-accomplishment.

The principal will be highly aloof and impersonal in controlling and directing teacher’s activities. He sets up rules which are normally arbitrary. He will ‘go by the book’ rather than get too involved personally with teachers and their problems. His words are hollow and he possesses little thirst and he does not motivate the teachers by setting good personal examples.
1.1.3 ADMINISTRATIVE BEHAVIOUR

In the educational institutions, the principal, the leader plays an important role. The principal is responsible for exercising the expertise in the true management and leadership of school affairs. Leadership is a matter of character. Leaders communicate their vision to those around them in ways that emotionally enroll others to turn this vision into reality. This interaction between the principal and the teachers has been described as a “sweeping back and forth of energy”. Through this process, unity is achieved – a team is built.

Leadership has been broadly defined as “influence process affecting the interpretation of events for the [school] to motivate [teachers and students] to achieve the objectives and the maintenance of cooperative relationships and team work”. It is believed that about 150 years ago, there were no school principals as they are today. Schools were run by masters who taught, administered and ran all other programmes in schools. With increasing population came larger schools. Demand for complex and administrative duties led to the practice of designating one of the masters as Headmaster or Principal and teacher responsible for school vide administration and teaching. Over the years administrative
duties mounted and teaching duties declined, the concept of full
time administrator evolved.

Any organization consists of a set of people involved with
different positions, roles and responsibilities working for the
attainment of the pre-defined goals. There is a need for an
individual who can monitor the system, guide personnel, plan,
organize, and lead the organizational activities towards a
sustainable development by achieving goals. Such an individual
can be called a ‘leader’ and the quality he possesses to lead people
is called ‘leadership’.

Leadership is more than just a science. It is an art as well.
The art of leadership varies from leader to leader. Some leaders
take a cold and analytical approach to things while others are
aggressively emotional.

In the educational institutions, the principal, the leader,
plays an important role. The principal is responsible for exercising
the expertise in the time management and leadership of school
affairs. His leadership behaviour can be synonymously used with
administrative behaviour.

School is a formal organization created for providing
education, wherein teachers and learners interact with each other,
and coexist to achieve learning objectives within the school
framework. Strong accountable leadership has always been a hallmark of successful schools. The brick and mortar do not make our educational institution efficient and useful, nor are books in the library or appliances in the laboratory so essential. Leaders make or mar the school. The principal reveals the direction and the goal while the teachers lay the road and the students travel into their future. The leadership values of the principal determine in large measure what transpires in a school; promotes and nourishes or impedes and diminishes student’s academic success (Glassman et al-2002). Abelman and Elmore (1999) noted that the schools best prepared to respond are those with strong leaders willing to nurture and develop a common vision. Today, school leaders have multi-faceted new roles to play. They are expected to uphold the highest standards in professional commitment, communication skills, interpersonal maturity and academic integrity. The success of any organization depends upon the dynamic and effective leadership of the administrators. An administrator should possess some basic qualities for motivating subordinates to achieve certain roles, and goals can only be achieved through successful and clean management.

Leadership is an integral part of management and it pays important role in the managerial functions. Peter Drucker
considers leadership as a human characteristic which lifts a man’s vision to higher standards and builds man’s personality beyond its normal limitations. A leader is one who happens to hold a sway over some of attitudes, actions and behaviour of a set of people, who comprise his consistency. Thus, leadership is a process in which person attempts to influence another to accomplish some goal or goals. An administrator is a leader according to the concept in organizational theories and a leader is a person who generally leads, guides, controls, directs and takes the followers ahead.

Leadership is the ability to secure desirable actions from a group of followers voluntarily, without the use of coercion. In the words of Hodge and Johnson (1970), “Leadership is fundamentally the ability to form and mould the attitudes and behaviour of other individuals, whether informal or formal situations and that management relates to the formal task of decision and command.”

In the words of Fairchild (1967), “Leadership is the act of organizing and directing the interest and activities of a group of persons, as associated in some project or enterprise, by a person who developed the cooperation through securing and maintaining their more or less voluntary approvals of the ends and methods proposed and adopted in their association.” George R. Terry (1972)
emphasized that leadership is the activity of influencing people to strive willingly for group objectives.

Tannenbaum, et al, (1961) defined leadership in terms of interpersonal influence exercised in a situation and directed through the communication process, towards the attainment of a specialized goal or goals. Davis (1967) said, “Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards its goal.”

The head of a school is considered to be the center of all activities happening in the institution. In an institution, all the staff members work under the principal or head. Head leads them to work towards a common goal and use adequate leadership for achieving overall objectives of the institution. In the present century, the duties of the head increased and covered many things at one time such as, maintaining discipline, care of the students, distribution of equipment, recording and reporting, as well as, organization and general management and supervision of the total building etc.

Apart from the teaching-learning process, there are certain other activities which support overall management of school. The head of the school looks after all these activities. All these activities
are interactive and inter-related. Thus, leadership is important to plan, direct, supervise and evaluate school programs. School leadership is of two types—administrative and instructional. Administrative leadership deals with providing assistance to staff members of a school in identifying and formulating learning objectives and for planning strategies to attain the goal. Instructional leadership can be viewed as providing assistance to staff members of the school in planning strategies to attain the goals.

Each administrator adheres to selected principles, rules and generalizations in the making of decisions. Thus, guidance and direction provides impetus in making choices in school and in society. Administrators need to study and appraise diverse philosophical school of thought in philosophical domain. Ultimately, choices need to be made as to which philosophical school of thought harmonizes best with the perception of the decision-maker in the curriculum.

Michigan leadership studies have identified two concepts of leadership behaviour. These are “employee oriented” and “production-oriented”. Leaders who are employee-oriented give emphasis on relationship in job. They feel that every employee is important and so the leader takes interest in fulfillment of needs of
each and every individual whereas production-oriented leaders emphasize production and technical aspects and sometimes treat employees as tools to accomplish the goals of the concern. These two orientations are parallel to authoritarian or task oriented and democratic or relationship oriented concepts of leadership behaviour continuum (Katz, Macoby and Morse, 1951).

The authoritarian leaders tell their followers what to do and how to do where as the democratic leaders share their leadership responsibilities with the followers by involving them in planning and execution of the task. Often the democratic leader’s behaviour goes beyond it, and is called laissez faire style. The leaders with this style permit the follower of the group to do whatever they want to do. No policies or procedures are established. Everyone is let alone. No one attempts to influence any one else.

Prospective administrator need to study and analyze diverse types of power in providing leadership in the school, class and social arena. The different types of power which an administrator can exercise are expert power, charismatic power, coercive power and the legitimate power.

An administrator possessing expert power has needed understanding, skills and attitudes in developing quality school settings. Expert power might well include proficiency in
maintaining positive discipline, adequate teaching materials and supplies, accepted means of in-service education of staff, quality custodial services, positive relations with the school governing body, adequate funding for the school and wholesome relations with the lay public. Expert power is due to being a true professional. The other school workers realize intrinsically the effectiveness, efficiency and professionalism of administrator possessing expert power.

An administrator with charismatic power is able to influence others due to poise, polish and charm. School workers and the lay public are attracted to individuals possessing charisma. Charismatic administrators have the ability to attract others, to do what is being necessary to improve the curriculum. He does not require forcing others to accomplish and achieve but rather he has mannerism, behaviour and approaches conducive to influence others in a relaxed way.

A third type of administrator emphasizes coercive power. Thus, an administrator is in a position to pressurize teachers, aides, and custodians to conform. The coercive administrator has adequate status to secure obedience from others. Quality and relevant ideals may or may not be expressed when forcing school personnel to be obedient.
A fourth type of administrative behaviour involves legitimate power. Administrators are licensed by accrediting agency. The license is based upon the desired qualifications of the administrator. Teachers and the other school workers realize that administrator is certified to perform a professional leadership role. Thus, the administrator possesses a selected type of power legitimized by an accrediting agency. Legitimate power may not, by itself provide an adequate basis for teachers and other school workers to accept the leadership role of the administrator. Expert power and charisma has to be added to it to enhance the administrator’s abilities to become a proficient leader.

Kimprough (1968) expects a principal to use his creativity and leadership with the help of staff members, to adopt new ideas and practice that would assure that every youngster achieve his optimum potential.

Johnston and Pichergill (1997), pointed out that the head needs to acquire elaborate knowledge in four main areas:

- A clear understanding of the task which requires a coherent-conceptualization of the aims of school education and responsibilities of the school.
- A thorough knowledge of the situation, which includes an understanding of the school as an organization and of its environment.
• Know the people whom the head often interacts with and through whom the aims must be achieved.
• Know thyself in terms of values, behavioral dispositions and interpersonal skills.

All the aspects of administrative behaviour have been grouped under four components by Dr Haseen Taj (1998) viz. Planning, Organization, Communication and Decision Making. A brief description of these four components is provided as below:

1. **Planning:** Planning area includes the functions of principals pertaining to the activities in the school which are decided in advance before the commencement of the school academic year in terms of curricular and co-curricular activities are included. Also, the sharing and discharger of responsibility for particular activities and the mode of conducting these activities constitute the important part of planning function of school heads.

2. **Organization:** This area includes the functions pertaining to how the school head distributes the work to be carried out by different staff members for the academic year, how he fixes up the responsibilities of each staff member and provides physical facilities and materials required to do the work.

3. **Communication:** This area includes the communication facilities available in the school as well as the extent of free flow of
dyadic communication between the head and the higher authorities and between head and the community.

4. Decision Making: This area is concerned with the decision making process of school heads, that is, the quickness and speediness of the decisions based on certain facts, experiences and rationality etc.

1.2 THE PROBLEM

There exist a lot of studies in the literature of education on teacher effectiveness but there isn’t any particular definition for it. The researchers have tried to relate it with some of the personal and psychological characters that a teacher possesses (Sharma 1971, Chaya 1974, Goel 1980, More 1988). Some of the researchers have tried to measure the teacher effectiveness on the basis of self perception, others on the basis of principal’s perception or on the basis of student’s ratings (Norrlinger 1987, Daly 1990, Kingston 1990) while others have tried to measure it on the basis of student’s achievement (Deshpande 1991). Nevertheless, this is an important area and the factors influencing the teacher effectiveness must be addressed. School organizational climate is one of those. The concept of school organizational climate has invited a great interest of educationists.
Attempts have been made to classify the schools on the basis of organizational climate and its effect on the psychology and effectiveness of teachers has been studied (Varshneya 1981, Sajjabi 1999). Open and autonomous climates have been known for teacher’s happiness and controlled and closed climate for the teacher’s stress (Biswas and Tinku 1993, Gyanani 1998, Natarajan and Dhandepani 2002).

School heads or the principals have been termed as administrators or the school leaders and the sum total of their function and attitude towards the individuals and the organization is known as its behaviour. Leadership behaviour has been studied on the various dimensions, both positive and negative. Teacher morale and motivation have been associated with administrative behaviour (Burke 1982) and the openness of their communication (John De Nobile 2009). Leadership behaviour has also been studied as a predictor of school organizational climate (Onyeri 1988, Chakraborti 1990, Bullach and Peddle 2001).

Keeping in view of the importance given to these three variables viz. teacher effectiveness, school organizational climate and administrative behaviour of school heads, the investigator decided to have a study including all these three factors together. Further the investigator feels that to study the teacher
effectiveness, school organizational climate and the administrative behaviour of school heads should be a regular practice in any school system so as to bring the desired improvements. Thus the investigator decided and planned to have a study namely:

“A STUDY OF TEACHER EFFECTIVENESS IN RELATION TO SCHOOL ORGANIZATIONAL CLIMATE AND ADMINISTRATIVE BEHAVIOUR OF SCHOOL HEADS OF HIMACHAL PRADESH”

1.3 SIGNIFICANCE OF THE STUDY

The teacher holds the most important place in the process of education. So, there exists a greatest need for the teacher to be effective. This area of teacher effectiveness draws a keen interest of educationists and researchers. The teacher effectiveness has been studied in relation to various teacher related variables. There may be many others factors also which may have a definite impact on teacher effectiveness. The school organizational climate can be one of those factors. The concept of organizational climate has been growing fast and it is often the determining factor of the success and failure of the school. So, this study will be useful to identify the prevailing school climate in the Government secondary schools of Himachal Pradesh and their effect on teacher effectiveness. It will be helpful in determining which type of school environment is most conducive for teacher effectiveness. Since it is said, what the main spring is to watch, or the engine to the steamship, the headmaster is to the school. The administrative behaviour of the
school head influences the overall climate of the school. Conversely, school heads in different type of school climate may exhibit different type of administrative behaviour. The school head is responsible for taking the whole school with him. So, he must have a great influence on teacher effectiveness. In this study the administrative behaviour will be studied on the basis of self perception by the school heads specifying the four vital components i.e. Planning, Organization, Communication and Decision making. The difference in administrative behaviour across different school organizational climate and its effect on teacher effectiveness that this study may bring forward can be of great importance and far reaching implications to improve the overall school practices.

1.4 OBJECTIVES

1. To study the teacher effectiveness of secondary schools in urban and rural areas.

2. To study the teacher effectiveness of secondary schools in relation to their school organizational climate.

3. To study the Administrative Behaviour of school heads in relation to school organizational climate.

4. To study teacher effectiveness of secondary schools in relation to the Administrative Behaviour of school heads.
1.5 DELIMITATIONS OF THE STUDY

1. The universe of the study will be the Government Secondary schools of Himachal Pradesh.

2. The data will be collected from three districts of Himachal Pradesh selected randomly.

3. Analytical approach to analysis i.e. analysis of variance and t-test will be used in the analysis of the data.

1.6 OPERATIONAL DEFINITIONS OF THE VARIABLES

Teacher Effectiveness

The term teacher effectiveness refers to the results a teacher gets or to the amount of progress the pupils make towards some specified goals of education. It includes such common dimensions as planning and mastery of the subject matter, method of teaching, rewards and punishment, motivation to facilitate learning experience, evaluation, attitude towards students, and interpersonal relationship with colleagues, with parents, attitude towards profession and job satisfaction.

Teacher effectiveness may also be defined as an efficacy exhibited by a teacher in instructional strategies, classroom management, personal disposition, evaluation, inter-personal relations, job involvement, initiative and enthusiasm, professional values, innovativeness in the everyday teaching-learning situations.

Administrative Behaviour

Administration (Latin –Administer –To manage) means the total of the process through which appropriate human and
material resources are made available and made effective for accomplishing the purpose of enterprise.

Behaviour literally means of action or response to a stimulus. So the administrative behaviour of a school head can be defined as his mode of action in making available the human and material resources and in making the purpose of school more effective.

**School Organizational Climate**

School organizational climate is defined as “homeostatic state of an organization composed of elements representing different levels of analysis” (Argyris 1958).

Organization refers to a group of persons who are oriented towards achieving a common objective.

Climate means the tendency suggestive of the mood and temper of a social organization or a political group. Climate may also be defined as a set of properties of the work environment, which are specific to a particular organization, that may be assessed by the way the organization deals with its employees and it’s societal and task environments.

Thus, the psycho-emotional environment in which the process of education takes place in schools is known as its organizational climate.