Chapter - V
Summary, Conclusions, Educational Implications & Suggestions For Further Research
5.1 INTRODUCTION

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.

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.

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 provided by 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.
The teaching is the fundamental duty of a teacher and it has to be made effective in order to make a successful teacher. 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. 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.

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.

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.

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. Organization refers to a group of persons who are oriented towards achieving a common objective. In the words of Davis, “Organization may be defined as any group of individuals, large or small, that is cooperating under the direction of executive leadership in accomplishment of certain common objects.”

Climate may 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 atmosphere in which the school conducts itself is technically known as its organizational climate. “By organizational climate is meant, a general flow of behaviour and feelings within a group” (Halpin and Croft 1963).

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”.

On the basis of these eight characteristics Sharma identified six school organizational climates viz. open, autonomous, familiar, controlled, paternal and closed.

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.

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 planning strategies to attain the goals.

All these aspects of administrative behaviour have been grouped under four components by Dr Haseen Taj (1998) viz. Planning, Organization, Communication and Decision Making.

Statement of the Problem

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

5.2 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.

5.3 HYPOTHESES

1. There will be significant difference in the teacher effectiveness of teachers working in the schools located in the urban and rural areas.

2. The teacher effectiveness of teachers will differ significantly across open, autonomous, familiar, controlled, paternal and closed type of school organizational climate.

3. The teacher effectiveness of teachers will differ significantly across secondary schools with different kinds of administrative behaviour.

4. The administrative behaviour of heads will differ significantly across open, autonomous, familiar, controlled, paternal and closed types of school organizational climate.

5.4 DELIMITATIONS OF THE STUDY

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

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

3. Analytical approach to analysis i.e. analysis of variance and t-test was used for the analysis of the data.
5.5 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.

**5.6 METHOD AND PROCEDURE**

Descriptive method of research was used for the conduct of the present study.

**Universe of the Study and Sampling**

The sample for the study has been restricted to Himachal Pradesh. Out of total 12 districts, 3 districts were randomly
selected. These three districts are Solan, Una and Bilaspur. 60 Government Secondary schools from these three districts were then selected again by applying random selection method. 18 schools from District Una, 25 schools from District Solan and 17 schools from District Bilaspur were taken for the study. These 60 schools consisted of 35 rural and 25 urban schools. From these schools, 60 school heads and 350 randomly selected teachers at secondary level were taken and administered the tools.

**Research Tools**

To assess the school organizational climate, teacher effectiveness and administrative behaviour of the school heads, the teachers and school heads belonging to these schools were administered different research tools. These tools are as follows:


2. School Organizational Climate Description Questionnaire developed and standardized by Sharma (1978) (administered to teachers only).

3. Administration Behaviour Scale, developed and standardized by Taj (1998) (administered to school heads only).
PROCEDURE

Administration of Tool

The investigator visited personally each and every selected school and met the headmaster and clarified the purpose of visit. With his kind permission the teachers teaching in that very school were met and the purpose of meeting them was explained. They were assured that information collected from them will be kept confidential and will be used for the research purpose only. The tool school organizational climate description questionnaire and teacher effectiveness scale were administered to them. The principals were also explained the same and were administered the tool administrative behaviour scale. The procedure of filling the scale was made clear to all of them. The investigator collected all the inventories and thanked all of them including the principal for their cooperation. The same procedure was followed in all the schools. The inventories thus collected were scored as for the prescribed procedure and the data obtained were recorded for analysis and interpretation.

Scoring of Tools

Keeping in view the purpose of the study and statistical treatment of the data, the scoring of different research tools was done in the following manner:
Teacher Effectiveness Scale

On administering the scale proper instruction were given to the teachers so as to ensure proper understanding of them. There is no time limit and there is no right or wrong responses. Hence, the individuals are quite free to express their responses as they perceive, keeping in view the maximum possible effectiveness (Most) of teachers and least possible effectiveness (Least) of teachers, as frame of reference for individual rating.

The scale has 60 items covering all the five areas. Effectiveness is perceived in terms of rungs of ladder i.e. most effective teachers can be placed at the tenth rung while the least effective can be placed at zero level. Each teacher has to read a particular question and mark the number 0-10 according to the level which he thinks he has attained till today and in the second response to the same question he has to mark the number which he aspires to attain in the next three years. Thus, each item elicits two responses: (i) step number on now, and (ii) step number aspiring to attain in the next three years. The time dimension of the next three years was to score as a frame of reference for the ‘now’ (present) effectiveness, hence the step number given for each item for present time was taken as the score of the effectiveness of
each of the respondent teacher. Total score of the respondent ranges from 0 to 600.

**School Organizational Climate Description Questionnaire (SOCDQ)**

The SOCDQ is a likert type questionnaire of simple statements. The SOCDQ can be administered individually as well as in a group. It can be administered easily, the respondents are asked to indicate their responses to each of the 64 items on a four point scale as follows:

- Rarely occurs
- Sometime occurs
- Often occurs
- Very frequently occurs

The four categories of responses can be scored simply assigning them to the respective category and integers. In the present study the responses are scored as 1,2,3,4 respectively. Then each respondent’s eight sub-test scores were obtained by simple summation of item wise score, in each sub-test and dividing each of the eight sums by the number of items in the corresponding sub-test to have a similar type of score for each dimension for further analysis.

The classification of school is made on the basis of scores of teachers on eight sub-scales in the School Organizational Climate
Description Questionnaire (SOCDQ): Disengagement, Alienation, Espirit, Intimacy, Psycho-Physical Hindrance, Controls, Production Emphasis and Humanized Thrust. To prepare climate profile for each school, these raw scores on eight sub-scales namely Disengagement, Alienation, Espirit, Intimacy, Psycho-Physical Hindrance, Controls, Production Emphasis and Humanized Thrust are then converted into doubly standardized scores, first by normative standardization and then by ipsative standardization procedures. Normatively, each sub-scale score is standardized across the total sample of schools according to the mean and standard deviation of the total sample of the teachers for that sub-scale. Ipsatively, each sub-scale score is standardized with respect to the mean and standard deviation of the profile scores for each school. For both standardization procedures, a mean of 50 and standard deviation of 10 is used.

To classify each school of the sample, each of the profiles is compared with the six prototypic profiles. A profile summary score was calculated for each school. This score helps in determining to what extent each school profile is congruent with the prototypic profile which characterized each of the six climates. Thus, similarity score were computed by computing the absolute
difference between each sub-scale score in a school’s profile, then in the second one, and so on.

A low sum indicates that the two profiles are highly similar whereas a large sum shows that the profiles are dissimilar. Thus each school was designated with the name of prototypic profile to which the school was highly similar.

**Administrative Behaviour Scale**

The scale has a list of 90 items. There is no time and there is no right or wrong responses. All the items of the scale were in positive form.

Each statement was provided with five alternative responses namely, ‘Always (A)’, ‘Frequently (F)’, ‘Sometimes (S)’, ‘Rarely (R)’, and ‘Never (N).

Each try-out form was scored, giving a weightage to each of the alternative responses of the statement in the pattern given as follows:

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<td>Frequently</td>
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<td>Sometimes</td>
<td>2</td>
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<tr>
<td>Rarely</td>
<td>1</td>
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<td>Never</td>
<td>0</td>
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All the items of the try out form were scored alike as the scale items were all worded for positive behaviour orientation.

**STATISTICAL TREATMENT OF DATA**

After all necessary data for the test that was used in the study were collected and scrutinized: scores were tabulated for finding out the nature of test scores for all the variables under the consideration. Descriptive statistics was used to explain teacher effectiveness, administrative behaviour of school heads and school organizational climate prevailing in secondary schools of Himachal Pradesh. It was thought desirable to apply two way analysis of variance with a fixed number of subjects in case of each condition. Further, it was decided to have equal number of 20 subjects in each cell of the factorial design for each of the analysis. To study main and interaction effect of school organizational climate and administrative behaviour of school heads on teacher effectiveness, analysis of variance was applied and to test the significance of difference between different groups, ‘t’ test was applied.

**5.7 VERIFICATION OF HYPOTHESES**

The analysis of data yielded significant results for testing of hypotheses:

1. Significant difference was found in the teacher effectiveness between the teachers of urban and rural
secondary schools with teachers of urban schools having a significantly higher mean, the hypothesis_ “There will be significant difference in the teacher effectiveness of teachers working in the schools located in the urban and rural areas” is accepted.

2. The teacher effectiveness was found to differ across different school organizational climate groups except for between open and autonomous and between paternal and controlled groups, the hypothesis_ “The teacher effectiveness of teachers will differ significantly across open, closed, autonomous familiar, controlled and paternal type of school organizational climate” is also accepted.

3. It was revealed by the study that the teachers working in the schools with high and moderate levels of administrative behaviour of school heads were found to be more effective than their counterparts where the administrative behaviour of the school heads was low. Therefore the hypothesis “The teacher effectiveness of teachers will differ significantly across secondary schools with different kinds of administrative behaviour” is accepted.
4. The mean of total administrative behaviour score was significantly higher in the case of school heads working in the open climate schools than their counterparts of other five climates. Significant difference was also found between the school heads of different climatic groups in their planning, organization and communication behaviour. Therefore the hypothesis “The administrative behaviour of heads will differ significantly across open, closed, autonomous, familiar, controlled and paternal types of school organizational climate” is also accepted.

5.8 DISCUSSION OF THE RESULTS

Teachers of secondary schools located in the urban area were more effective than the teachers of rural area schools. The result goes in line with the findings of Prakasham (1988) who in his study found that the teachers of schools located in urban areas excelled over teachers employed in semi urban areas on both teaching competency and teacher effectiveness.

In the present study, no difference in teacher effectiveness was found between male and female teachers. This result goes in line with some of the studies done earlier while some other studies had revealed different views. Pruril (1986) had not found any significant relationship between selected teacher variables and
teacher effectiveness. Vijaylakshmi (2002) based on her study stated that sex, marital status, qualification, experience, subject of teaching, designation, status of college and management didn’t have any significant influence on teacher effectiveness. However Mutha (1980) found that sex was significantly associated with teacher effectiveness. Biawas and De (1995) had also found that the female secondary school teachers of Tripura were more effective than their male counterparts. Amandeep and Gurpreet (2005) had also found the female teachers to be more effective.

The result, that the teacher effectiveness was maximum in open and autonomous climates and least in closed climate gets support from the study of Varshneya (1981) who found that open, autonomous and controlled climates were more favorable for the teacher effectiveness than the other categories of environments. Shelat (1975) revealed that closed climate schools had low teacher morale and the open climate teachers had high teacher morale while Gyanani (1998) revealed that teachers who were working in closed or controlled type of organizational climate remained tense while the teachers working in autonomous or open type of organizational climate were mentally happy and healthy.

The results are suggestive of the fact that administrative behaviour of heads differ across different climatic groups. These
results are inline with the findings of Bulach and Peddle (2001) who found a positive relationship (+.96) between leadership behavior associated with instruction and the overall culture and climate of the school. Thomas W. Wiiggins (1972) found a significant relationship between the principal’s interpersonal orientation and the school climate, which remained stable over a period of 8 months. As the length of the principal’s incumbency increased, the level of significance of the relationship between his behavioral characteristics and school climate increased. In another study by Kelly (1986) reported a strong positive relationship between several climate and leadership factors. Onyeri (1988) and Bullach (2001) indicated that perceived leadership styles of the selected elementary school principals were positively and significantly related to the organizational climate of their school. Chakraborti (1990) and Griffith (2006) found that significant and positive correlations occurred between the school organizational climate and the leadership behaviour of the principal, the job satisfaction of the teacher and school effectiveness.

The study has also found a strong relationship between the administrative behaviour and the teacher effectiveness as is also evident from the studies of Barnett and McCormic (2000), Khan Mohummad Khair (2002) and Shouppe (2005). It was found that
the schools where the school heads scored highest on communication dimension had an open climate and the teacher effectiveness was significantly higher than that of other climates. The study goes in line with John De Nobile (2009) who suggested a strong link between teachers job satisfaction, stress and openness/access to communication.

Thus the findings of the present study pertaining to teacher effectiveness of male - female and urban - rural school teachers and in relation to the school organizational climate and administrative behaviour have a theoretical and empirical support from the literature.

5.9 CONCLUSIONS

The following conclusions can be made on the basis of the present study:

School Organizational Climate

1. Most of the schools included in the study had controlled type of school organizational climate. Out of total 60 schools selected 23 schools i.e. 38.33% of schools turned out to be having controlled type of school organizational climate.

2. The second most frequent climate found was autonomous with 16.66% of schools having this type of school
organizational climate. This was followed by familiar climate (13.33%).

3. Only 7 out of 60 i.e. 11.66% of the schools had open type of school organizational climate. An equal number of schools had closed type of climate. Paternal climate existed only in 8.33% schools.

**Teacher Effectiveness, Gender and Location of School**

1. There was no significant difference in the teacher effectiveness of male and female teachers. Therefore sex or gender has no relation with the effectiveness of a teacher.

2. The location of the school had a definite impact on the teacher effectiveness. Significant difference was found in the teacher effectiveness of teachers teaching in urban and rural schools.

3. Teachers teaching in urban schools were more effective than their counterparts teaching in rural schools.

**School Organizational Climate and Teacher Effectiveness**

1. The teacher effectiveness was affected by the type of school organizational climate. Mean of teacher effectiveness, in case of open school organizational climate was highest and the difference was significant
when compared with familiar, controlled, paternal and closed type of school organizational climates. Difference in teacher effectiveness of open and autonomous schools was non significant.

2. Teacher effectiveness was also better in autonomous school organizational climate than in familiar, controlled paternal and closed type of school organizational climates.

3. The teacher effectiveness in familiar climate was better as compared to the controlled, paternal and closed climates.

4. While no significant difference was found in the teacher effectiveness of teachers of controlled and paternal type of school organizational climates, they were better as compared to closed type of school organizational climate.

**Administrative Behaviour and School Organizational Climate**

1. There was a significant difference in the administrative behaviour of school heads across different school organizational climates. In open climate schools the administrative behaviour of school heads was better than that of other five types of school organizational climates. Conversely, it can be concluded that where
the administrative behaviour score was high, the climate was of open type.

2. School heads working in schools with familiar and controlled type of school organizational climate showed better administrative behaviour as compared to their counterparts of closed climate.

3. Except for decision making component all the three other components of administrative behaviour i.e. planning, organization, and communication had significant differences across different school organizational climates.

4. Mean score for planning component was found to be highest in open and lowest in autonomous climate. There was a significant difference in the planning component of administrative behaviour between open and autonomous climates with school heads of open schools having higher mean i.e. they are better planners as compared to their counterparts working in autonomous climate. Similarly school heads of controlled climate were better in their planning function as compared to the school heads of autonomous climate.
5. School heads of closed organizational climate differed significantly in their organization function when compared to their counterparts of open, autonomous, familiar and controlled school organizational climates. The school heads of these four school organizational climates showed better organization function than the school heads of closed organizational climate.

6. School heads of open school organizational climate had significantly higher scores than their counterparts of autonomous, familiar, controlled, paternal and closed school organizational climates as far as their communication part of administrative behaviour is concerned. Thus, in the open climate schools there is a free flow of communication between the school head and the teachers and the community as compared to the other five types of school organizational climates.

**Administrative Behaviour and Teacher Effectiveness**

1. Administrative behaviour had a significant and a positive effect on the teacher effectiveness. Teachers working in the school with high and moderate levels of administrative behaviour of school heads were found to
be more effective than their counterparts where the administrative behaviour of the school heads was low.

2. No significant difference occurred in teacher effectiveness between the teachers working in schools with high and moderate type of administrative behaviour of school heads.

5.10 EDUCATIONAL IMPLICATIONS

The present study is an indicator that there is a strong relationship between the school climate and teacher effectiveness and also between the school climate and administrative behaviour and between administrative behaviour and teacher effectiveness. The study can have following educational implications:

1. The strong relationship between the way principals interact with teachers and the overall climate of the school has tremendous potential for taking a proactive approach in the leadership of school systems. The principal’s leadership behaviour is an early indicator of what is happening to school’s culture or climate and effectiveness of teachers and eventually the student's achievement.

2. The study has brought forward the fact that the majority of the schools had controlled type of school organizational climate indicative of the fact that the school heads were
lesser considerate and not enough democratic. There communication tended to be one sided and in order to get the work done they tried to have more controls over the teachers. Further the study has reestablished the fact that the openness of the climate is more congenial for the teachers to be more effective than the other types of climates. Also, where the school organizational climate was open, the administrative behaviour score of the school heads was also high. Conversely speaking where the administrative behaviour of the school heads was more positive, the climate was more open and the teachers more effective.

3. The above facts emerging from the present study will induce a feeling in the school heads to modify their leadership characteristics to improve the school climate and get the best out of their teachers. This will help in increasing teacher effectiveness and enhance the overall efficacy of the schools.

4. While this study is no panacea, it will help educational leaders create learning environment that allow teachers and students to be more successful. The study will stimulate the principals to do self introspection and gather self analysis data regarding the impact of their leadership behaviour on the school climate that has developed. The study has
revealed that the communication component of administrative behaviour of the school heads of open climate was significantly higher than that of the other five climates. The fact will enable all the school heads to understand that it is most important for them to do a good planning, organize the things well and take informed decisions, but the most important is the communication factor. He shouldn’t let the teachers feel that his communications are one sided. There should be a free flow of communication between the head, principal and the society. This creates a congenial and open climate in the school in which teachers feel to work whole heartedly and give their hundred percent and even try to do better and better.

5. Further, this study could be used by the central office personnel and the higher authorities to identify principals who are having problems creating a healthy school climate that is conducive to positive staff morale. It will help the school leaders to identify their leadership strengths and areas needing improvement. A more extensive study based on the present study can help to make professional development plans that target specifics rather than generalities.
6. Teacher is considered as the main pillar of the teaching-learning process. The whole educational system is paralyzed in the absence of good and effective teachers. This study is an excellent work for those teachers who are highly ambitious and wish to improve on their teaching capabilities regularly. This will help them to introspect and evaluate themselves where they stand as a teacher. It is a sensitization to make them realize, what is desired of them. As a group, teachers will understand how to interact and behave with the fellow teachers and how they can engage themselves in renewing and reforming the school.

7. The majority of Indian population lives in the rural area. The teachers teaching in urban areas perceived themselves more effective than the teachers teaching in rural area. This fact revealed by the present study is an eye opener. The schools located in the rural areas should have the same human and material resources as the schools located in the urban areas have. The teachers teaching in these schools should have an access to latest developments in the field of education. Better facilities should be ensured to them so that they feel more satisfied and work with more dedication and whole heartedly. The educationists, the policy makers and the politicians
should keep in mind that India lives in villages. Welfare of the teachers teaching in rural area should be given top priority so that they are motivated to work more efficiently and effectively and only then we can achieve our goal and meet the challenges of twenty first century.

8. The study is a useful guide for the budding and the aspiring teachers. It will let them understand that teaching profession is not just about delivering the course material to the students but it is a systematic approach to develop those skills which helps in to prepare, plan and organize the teaching in accordance with the need of the pupils. He has to motivate the students and create an interest in them, evaluate their progress and maintain discipline in the class. He is responsible for the all round development of the child. He has to update his knowledge of the subject matter to be taught and should be able to use effectively the available resources and the teaching aids. His way of teaching shouldn’t be monotonous and should seek active participation of the pupils in the class. He should be able to make cordial relations with the students, fellow teachers, principal and the parents.
5.11 SUGGESTIONS FOR FURTHER RESEARCH

Research in any field is a continuous process and no research in itself is considered complete. Every research lays down the foundation for a new study. The present study also was delimited in terms of area of study, type of school i.e. Government schools only and grade level at secondary stage only, to explore the relationship of teacher effectiveness with school organizational climate and administrative behaviour of school heads. Hence following suggestions are made for further research:

1. The study could be extended to other districts of Himachal Pradesh and different grades of educational institutes i.e. the primary, senior secondary or even at the college level.

2. It will be a useful endeavour to compare different school systems such as Government and Private, Navodaya and Central, and Public and Private on the phenomenon studied in this investigation. In order to improve the school organizational climate, there is a need to change its socio-psychological dynamics, which calls for further research to look into teachers perception with regard to school conditions vis-a-vis teachers own personality make-up comprising of teaching competencies, attitude towards profession, value pattern, job satisfaction and psychological well-being.
3. The teacher effectiveness in the present was based on the self-perceptions of teachers. Learning outcomes could be a useful measure of teacher effectiveness. Therefore a study could be conducted to find out the relationship between teacher effectiveness and student achievement.

4. Similarly, effect of school organizational climate on student achievement and teacher morale could be studied.

5. An interview type of questionnaire can be used to assess teacher effectiveness and administrative behaviour as against the self-perceived questionnaire used in this study. This may elicit more honest responses from the teachers and the school heads.

6. Administrative behaviour could be studied in relation to sex, academic qualification and years of experience of the school heads.

7. District Institutes of Education and Training often conduct various seminars or training programmes for teachers to increase the quality and standard of teaching. A study of change in teacher effectiveness after such type of trainings will establish the usefulness of such training programmes.