CHAPTER – I
INTRODUCTION

The ultimate goal of education is the harmonious and progressive development of the child. It can be achieved only when teachers have certain characteristics and qualities in them. A scholar may properly be devoted to his special subject, but the teacher must always think of subject matter in relation to its value in life and its use for children. The great teacher is concerned with what the pupil can do with subject matter and how knowledge affects the learner, and not primarily with the mastery of a subject for its own sake. The teacher begins with the innate capacities of the child, his experience in the home and in the outside world, his physical, moral and spiritual potentialities and work with him to develop a person who can meet the problems of life in an intellectual way. Thus the teacher is potentially the integrator of personalities, the counselor and guide to learners, the developer of citizens and the servant of the state as guardian of the individual.

All educational thinkers, policymakers, administrators and all educational committees and commissions--Indian as well as foreign hold that the effectiveness of instruction depends vitally upon the quality of the teacher, who is the pivot of an educational system. As far back as 1952, Secondary Education Commission observed that: the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the
place that he occupies in the school as well as in the community.

The effectiveness of instruction in schools depends vitally upon the quality of the teacher and teacher effectiveness is the competence and ability of a teacher to teach effectively and effective teaching involves a set of teaching behaviours which are specially effective in bringing about desired changes is an effective manner and the classroom learning demands the actions of a leader on the part of a teacher. A successful teacher becomes better and better because his actions are not based simply on intuition but on careful analysis, reflection and planning. A good working viewpoint is that the successful teacher is not a perfect one, but one with aptitude for teaching and favourable attitude towards teaching who stays busy at the job of self improvement. Thus to sum up as Mahasan (1995) has said: "Teaching is certainly one of the oldest professions. In modern formally situations especially with young ones the teacher builds up instruction, trains, moulds and guides for healthy growth and stable adult life. The teacher is the main dynamic force in the school; everything else is meaningless in school situations unless associated with the teachers".

Teacher effectiveness involves three closely related steps which a beginning teacher takes slowly and cautiously:

First step is clarification of what a teacher will do for pupils what he/she wants to help them learn. The teacher needs to know the actual purposes of education as well as; the second step is that of selecting the materials and methods which promise to be of most helpful in
accomplishing these purposes. The third step is that of evaluation, of accurately assessing the results of his/her teaching efforts.

There are three categories of effect, in terms of object affected, that pertain to pupils, school operations and the school community. According to Hough and Duncan, (1970):

"Teaching is an activity, a unique professional, rational and human activity in which one creatively and imaginatively uses himself and his knowledge to promote the learning and welfare of others".

The art of teaching also includes presenting the subject mater in an attention-catching manner through simple language, pleasing gestures and soft voice. It is a step to bring about greater opportunity for the students to become educated. It is the establishment of a situation conditioned to bring effective learning. It is a complex situation with a range of activities where in the teacher is the focal point. The teacher’s sense of efficiency is a central achievement.

School organizational climate is the major determinant factor of the teacher effectiveness. The management of the class room teaching process, performance evaluation, handling of the curriculum, sharing of responsibility by the staff, involvement of the community and acquiring and administrative support etc. are different characteristics on which schools perform differently. The school organization not only has to pay utmost attention to the physical setting of the school, class and its structure but also the learning process, enabling the children to understand discipline, punctuality and the sense of service etc. Teacher
effectiveness is also affected by the conduct of schools which depends upon the availability of adequate facilities and provision of suitable teaching staff.

The atmosphere in which the schools conduct themselves in a unique way is technically known as its organizational climate. Teachers tend to function whole heartedly and more effectively in schools with more open climate in which ideas and feelings are expressed more openly and vice versa. It was for the first time in 1954 when the idea of a study of organizational climate of schools was discussed (Halpin 1954). Halpin and Croft (1963) defined personality is to the individual as climate is to the organization. Thus they have defined climate as the personality of an organization. School climate as the personality of a school has been often described in terms of the social interactions between the teachers and the principal and among members of the teaching staff. The climate of an institution means the interpersonal relationship within the group and between the groups and its leaders (i.e. staff, personnel and head of the institution) respectively. It is the social milieu, the human behaviour or social atmosphere that pervades all activities in the educational institution. All this calls for looking into teacher-school interactions and also how teachers behave in a situation conducive or not conducive to him/her.

1.1 CONCEPTUAL FRAMEWORK
1.1.1 Teacher Effectiveness

The secondary educational commission (1952-1953) has rightly stated: we are however convinced that the most
important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training, and the place that he occupies in the school as well as in the community.

Education Commission (1964-1966) observed that the success of any system of education depends on the quality of its teachers, who shape the classroom by sharpening younger generations. It is no exaggeration to say that any system of education can never rise above the level of the quality of its teachers.

Teaching is a series of events through which teacher attempts to bring desired behavioural changes in students. It imparts useful information to the students and develops harmonious relationship between the teacher, the students and the subject. The art of teaching also includes presenting the subject matter in a attention-catching manner through simple language, pleasing gestures and soft voice. It is a step to bring about greater opportunity for the students to become educated. It is a complex situation with a wide range of activities wherein the teacher is the focal point.

Teaching is the establishment of a situation conditioned to bring effective learning and good teachers are the ones that are capable human engineers. Most of them are effective moulders of learners' behaviour. Remmers (1952) defines effectiveness by remarking. “Effectiveness is the degree to which an urgent produces effect”. The effectiveness of instruction in a school depends upon the quality of the teacher who is the pivot of educational
system. Teacher effectiveness concerns only those outcomes that reflect the efficiency of the teacher and the objective of the education. It is therefore, quite accurate to say that the school effectiveness depends directly on the effectiveness of its teachers.

Teacher effectiveness is the competence and ability of a teacher to teach effectively. Teacher effectiveness is a matter of central importance to all educational institutions as it affects the process of learning and classroom management. Numerous theorists and researchers identified a variety of individual factors essential for facilitating students’ achievement in terms of cognitive, affective and psychomotor 'learning or in promoting effective learning'. Teacher effectiveness involves a set of teaching behaviours which are specially effective in bringing about desired changes in students' learning. Effectiveness of the teacher depends on the ability of the teacher to get along with the pupils in inter-personal relationship. There is another assumption that the effective teacher is one who is, to some degree, satisfied with teaching as a profession i.e. his attitude towards profession.

The term “teacher effectiveness” is mainly used to the results a teacher gets or to the amount of progress the pupils make towards some specified goal of education. The implication of this is that teacher effectiveness must be defined, and can only be expressed in terms of behaviour of pupils and not behaviours of teachers, for this reason, because the amount that pupils learn is also strongly affected by factors, not under the teacher’s control.
Teacher competence prefers to the set of knowledge, abilities and beliefs a teacher possesses and brings to the teaching situation. Barr (1952) explains the teacher effectiveness as a relationship between teacher, pupils and the other persons concerned with the educational undertaking.

Jhonson (1956-57) suggests three primary approaches to measuring teacher effectiveness: (a) evaluation of qualities assumed to function in the act; (b) appraisal of teaching activity; and (c) evaluation of pupil intellectual/or academic growth. While Ryans (1960) makes a mention of general approaches to the measurement of teacher effectiveness which involve the evaluation of: (a) teacher behaviour process; (b) product of teacher behaviour; (c) concomitants of teacher behaviour.

Medley’s (1952) definition revolves around the possession of knowledge and skill that fall under the rubric of teacher competence. In contrast, the use of knowledge and skills in the classroom is referred to as teacher performance. Thus, those who investigate and attempt to understand teacher effectiveness must be able to link teacher competence and teacher goals (that is, teacher effectiveness).

Several assumption are implicit in this definition of teacher effectiveness. An initial assumption is that an effective teacher tends to be aware of and actively pursue goals. These goals guide their planning as well as their behaviour and interactions in the classroom. The second assumption is that the vast majority of teachers’ goals are or should be concerned either directly or indirectly with the
learning of their students. It should be obvious that if teachers’ goals are stated in terms of their students’ learning, then, as Medley (1982) asserts, “teacher effectiveness must be defined, and can only be assessed, in terms of behaviours and learning of students, not behaviour of teachers”. Third assumption is that no teacher is effective all the time. The degree to which a given teacher, elementary school teacher and secondary school teacher is effective depends to a certain extent on the goals being pursued by that teacher.

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 outcome-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, then he/she 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 an 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 an 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.

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 pupils to think independently; He explains the points clearly; He should be resourceful in providing the varied experiences to the students.

As Kulsum (2000) emphasizes on role perception and says that the main factor of teacher effectiveness in: Preparation and planning for teaching; Classroom management; Knowledge of subject matter; its delivery and presentation including B.B. summary; Teacher personality make-up and it behavioural ministrations that their own level of acceptability and unacceptability in the teaching profession; Cordial relations with his/her colleagues pupils their parents and other persons in the community.

“Effective Teaching” study conducted for Department of Education and skills by the consultancy firm. Hay McBer (DIEE 2000). Based on the interviews of teachers three main elements relating to effectiveness of the teacher were found. These elements are: (i) professional characteristics including teacher leadership qualities, their ability to relate to others, their analytic and conceptual thinking skills, their professionalism and their and expecting setting abilities. (ii) classroom climate measured through interviews with pupils that included pupils perceptions of the clarity of each lesson, an orderly climate, clear behaviour standards, a perception of teacher fairness, the opportunity for pupils
to participate feeling emotionally supported in class, the perception that classroom is a safe, comfortable, interesting and exciting place well organized and attractive physical environment; and (iii) Teaching skills such as time on task, high expectations, effective planning, varied teaching, classroom and behavioural management and effective use of assessment and homework.

These three main factors within teacher that significantly influence pupil’s progress. Each factor provides distinctive and complementary ways to the contribution the teacher makes. This is explained as Fig. 1:

Figure 1: McBERR’s (2000) Model of Teacher Effectiveness

The three factors are different in nature. Two of them are professional characteristics and teaching skills, factors which are related to what a teacher brings to the job. Professional characteristics are ongoing patterns of behaviour that combine to drive the things we typically do. Teaching skills are the micro behaviours that an effective teacher constantly exhibit when teaching in a class.
Classroom climate is an output measure. It allows teachers to understand how the pupils in their class feel about the learning climate created by them, which influences their motivation to learn.

Clark and Walsh's (2002) model of an effective teacher emphasis not only the domains of effective teaching which receive most of the attention in teacher education and evaluation, namely content knowledge, pedagogical knowledge and more recently, pedagogical content knowledge but also takes into account the teacher's personal knowledge and knowledge of content. It suggests that it is not just this knowledge that teachers have in these domains but the way this knowledge overlaps and interacts both, within the teacher and with the teacher's physical, social, intellectual and emotional environment.

![Clark and Walsh's (2002) Model of Effective Teacher](image)

**Figure 2: Clark and Walsh’s (2002) Model of Effective Teacher**

**Discipline Knowledge:** Discipline knowledge encompasses an understanding of the salient concepts, relating concepts, ideas and skills of the subject. Content knowledge or
discipline knowledge is first pre-requisite of ability to effectively teach a particular discipline.

Pedagogical Knowledge: The art and science of teaching is pedagogy. It includes the knowledge about classroom management, organization of classroom activities, methods for motivation of students, personal knowledge about particular student and his family and social interactional skills.

Knowledge of Context: Context includes the knowledge of classroom, school, culture, community, educational system and students.

Personal Knowledge: Components of personal knowledge are moral code of behaviour such as honesty, integrity, teacher's personal philosophy and self belief.

To sum up we can say teacher effectiveness' involves three closely related steps which beginning teachers take slowly and cautiously. First step is to clarify what you will do for pupils what you want to help them. You need to know your actual purposes. The second step is that of selecting the material and method which promise to be of most help in accomplishing these purposes. The third step is that of evaluation, of accurately assessing the results of your effects.

Overall effectiveness is an aspect of total personality of good teacher and the contributing factors are: emotional stability, a good disposition, democratic and co-operative attitudes, kindliness, empathy, patience, humour and fairness. In addition, there is a need for professional competence, for ability to make effective use of sound
personality patterns and professional insight in relating to children and in promoting their all-round growth.

It is well documented by Woolfolk (2004) that "teacher knowledge, clarity and organization and warmth and enthusiasm" are the core elements in explaining "effective teachers". Also Mohanty (2010) explains teacher empowerment nee, teacher effectiveness in terms of teacher's role in class, school and community. The other supportive evidence in this teacher effectiveness and school output has been dealt within the concept of inclusive education (Verma, 2010), school culture (Hameed and Manjusha, 2010) and hence in the agenda of secondary teacher education programmes to equip teachers to face the challenges in the new millennium (Paliwal, 2010).

1.1.2 School Organizational Climate

Organizational is that social system whose activities are governed by social laws as said by Keith Davis "Just as people have psychological need they also have social roles and status". Educational institutions are organizational set up for achieving particular purposes. They are social systems. If educational administrators have to work in them or to manage them, it is necessary for them to understand their nature and their working. The functioning of organizations is so complex that it almost defies understanding yet, educational administrators have got to understand then as they have to use them for achieving certain well-defined goals. Understanding of educational organizations is very important, if it is desired that these
should function efficiently contributing effectively to the achievement of desired goals.

Organizations are “complex, socio-technical” having both “adaptive and maintenance mechanisms”. The urge to modify structure and functioning in order to confirm to the changing environmental conditions and also the urge to resist change, both being inherent in every organization, creates tensions, stresses and conflicts within it and affects its worker participants as well as the climate.

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.

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 its organizational climate (Sharma, 1978).

Netzer and Eye term these inherent interacting forces of the organization as resisters and exciters (see Sharma, 1973). They also hypothesize linker force operating in between these two and restoring balance within the organization. This whole operation of forces interacting with each other generates a unique climate within each organization.

Organizations are human creations and fundamentally they consist of people rather than buildings, equipment, machinery etc. The term organization is a general and restricted to industrial and commercial films educational and medical institution. Social clubs are a wide range of other organized human activities.

Corwin (1966) says: “An organization can be defined as (1) stable patterns of interactions (2) among conditions or groups having a collective identity (e.g. a name and a location), (3) pursuing interests and accomplishing given tasks, and (4) coordinated through a system of authority.”
Simply stated an organization consists of deliberate arrangements among groups for doing things i.e. arrangements for coordinating the activities, coalition of groups that have a collective identity for, pursuing interests and accomplishing given tasks, and coordinated efforts through a system of authority”.

Thus, are may say “Organizations are social units (or human groupings) deliberately constructed and reconstructed to seek specific goals. Corporations, armies, schools, hospitals, churches and prisons are included in this broad definition. On the other hand, tribes, classes, ethnic groups and families are excluded. In other words these are characterized by division of labour, power and communication responsibilities, the presence of one or more power centers which control the concerted actions of the organizations and direct them towards its goals, substitution of personnel.”

People within organization are required, to some extent, to be working to common goals and coordinate their activities to this end. Although relationships between people are determined according to certain structure.

The school organization affects the teaching of the teachers. Class room teaching, performance evaluation, handling of the curriculum, sharing of responsibility by the staff, involvement of the community and acquiring and administrative support etc. are definitely handled by different schools in a varied manner to give a name to the institution, unique to its style.

The school organization not only has to pay utmost attention to the physical setting of the school, class and its
structure but also to the learning process enabling the children to understand discipline, punctuality and the sense of service etc. Effective teaching is also affected by the conduct of schools which depends upon the ability of adequate facilities and provisions of suitable staff. School, their facilities and equipment, together with the educational system in which they function are often inadequate can effect adversely.

The atmosphere in which the schools conduct themselves in a unique way is technically known, as its organizational climate. Teachers tend to function whole heartedly and more effectively in schools with more open climate in which ideas and feelings are expressed more openly. The term organizational climate of schools is differently denoted by researchers. Argyris calls this the ‘living system of organizations.

Argyris (1957) treated organization as a personality. According to him change in different aspects of society affects the organization. Many variables operate in society that includes formal organizational variables, personality variables and informal variables. These three variables are mixed beyond classification and form a pattern in which each plays a functional role.

Personality is to the individual what organizational climate is to the organization. Organizational climates have marked consequences on the behaviour of the members of the organization and consequently on the achievement of the organization (Halpin and Croft, 1963). They also defined the organizational climate as patterns of social interaction that characterized an organization. The main units of
interaction in this concept of climate were individuals, the
group as a group and the leader.

Withal (1965) “climate represents the general
emotional factors present in each individual's complex of
feeling arising out of shared experience and interpersonal
interaction”. As Halpin (1966) pointed out when one moves
from school to school, it can be observed that each school
appears to have its own personality. As one can study the
personality of an individual through the study of his
behaviour, we can study the organizational climate of a
school through a study of the behaviour of the leader and
members of the school. This level was referred to as a living
complexity and was defined as the organizational climate.

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”.

(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 only in 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 (1973) identified six types of school organizational climate. 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 exercises 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. It 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 teachers' 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 does not motivate the teachers by setting good personal examples.

Flanders (1967) has said “the word climate is merely a shorthand reference to those qualities that consistently predominate in most teacher-pupil contacts.”

To sum up effective teaching is affected by the conduct of the schools which depends upon the availability of adequate facilities and provision of suitable staff. Since the teacher factor and school factor, both have an interactive role to affect each other and ultimately on teacher effectiveness (see Verma, 1998; Bhardjwaj, 2004; Woolfolk, 2004). Effective teaching is associated with student
learning; affect task and organization. When we combine these components it suggests that effective teachers are able to create classrooms that students perceived to be inviting class oriented and well organize in such classroom students perceive the mutual respect between teacher sand students, positive and cooperative relationship among students and sense of satisfaction, experience by the students.

1.1.3 Job Satisfaction and Attitude towards Teaching

It is well known that school organizational climate, teacher effectiveness, job satisfaction and attitudes towards teaching are the variables that are interwoven and interrelated in a varied manner (see Woolfolk, 2004). However psychologists have tried to, psychometrically, separate human behaviour and perceptions into different kinds of variables to understand dynamics of human behaviour, both in social setting as well as educational setting.

Job satisfaction is the result of various attitudes possessed by an employed towards his job (Blum, 1949). These attitudes may be related to job factors, such as wage, job security, job environment, nature of work, opportunities for promotion, prompt removal of grievances, opportunities of participation in decision-making and other fringe benefits (see Kumar and Mutha, 19960.

The satisfaction or dissatisfaction with one's job depends upon the positive or negative evaluation of one's own success or failure in the realization of personal goals and perceived contribution of the job to it.
In case of teaching profession it deals with certain behavioural patterns on the part of teacher to deal with students, colleagues and educational authorities including principal/herd of an educational institution.

These characteristics constitute a broad spectrum of attributes, both in school climate and teacher personality. Attitudes find a significant place in teacher behaviour along with knowledge and communication skills. The attitude of teachers towards teaching profession is a determining both climate and effectiveness as it deals with all those humane attributes that are essential in teaching-learning process (see Ryans, 1960; Anderson, 1971; Ahulwali, 1978; Woolfolk, 2004). The favourableness component in teacher behaviour towards learners, especially with special needs is considered to be more desirable than a number of discipline and excellence related aspects of education (Kaul, 1974; Gandhi, 1979; Duschner, 1987; Kasinath, 2000; Gulhane, 2006; Diwan, 2010; Paliwal, 2010). No doubt, attitude is an integral part of teacher effectiveness still it being explored to determine teacher effectiveness and school climate. How a teacher performs his duty as a teacher is dependent to a great extent, on his attitudes, values and beliefs. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavourable attitude makes the teaching task harder, more tedious and unpleasant.
1.2 SIGNIFICANCE OF THE STUDY

The important aim of education is all round development of child's personality and that is possible only if the good type of atmosphere or climate is provided in schools. The school organizational climate is often one of the determining factors of the success and failure of the school. The results of the study pertaining to school organizational climate and its effect on teacher effectiveness could serve to broaden the implications to be drawn from research and it is also expected to provide a field of great interest in educational philosophy. School organizational climate has been reported to have a major influence on teacher's motivation, productivity, performance and job satisfaction (Mehrotra, 2006). The school organizational climate significantly affects the academic achievement of students which is otherwise related to teacher effectiveness. The organizational climate of school is an indicator of how well the organization copes up with the continuing need to change, adopts and at the same time maintains itself internally. The results of the study are also expected to be helpful in identification of the types that may be more effective. After reviewing, the researches in education, the investigator did not come across even a single study on teacher effectiveness among secondary school teachers in relation to school organizational climate in Punjab vis-s-vis personal variables, though these variables have been studied in different settings and contexts. Keeping in view the non-existence of significant studies in this vital area the present study was undertaken.
1.3 STATEMENT OF THE PROBLEM

“TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS OF PUNJAB IN RELATION TO SCHOOL ORGANIZATIONAL CLIMATE”.

1.4 OBJECTIVES OF THE STUDY

The present study was undertaken with the following objectives:

1. To study teacher effectiveness among secondary school teachers of Punjab in relation to their school organizational climate.

2. To study teacher effectiveness among secondary school teachers of Punjab in relation to gender, location, teaching experience and stream (science, social science and languages).

3. To study interaction effect of school organizational climate separately with gender, location, school, teaching experience and of stream on teacher effectiveness among secondary school teachers of Punjab.

4. To study interaction effect of location of school, gender, teaching experience and stream on teacher effectiveness among secondary school teachers of Punjab.

5. To study and compare more effective and less effective teachers on their attitude towards teaching, job satisfaction and different dimensions of school organizational climate.

1.5 DELIMITATIONS OF THE STUDY

1. The data was collected from 3 districts of the Punjab selected randomly.
2. Language teachers included in the study were Hindi and Punjabi teachers only.

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

Further assumption of normally of data (teacher effectiveness) was not tested in the light of observations of Horton and Box as cited by Guilford and Fruchter, 1981; pp. 283-84).

1.6 OPERATIONAL DEFINITIONS

1.6.1 School Organizational Climate

It refers to school organization and its functioning, which may be classified into six types:

Open Climate refers to an environment in which teachers enjoy a high degree of group morale. They satisfy their social needs to a great extent moderate and enjoy a degree job accomplishment.

Familiar Climate refers to an environment in which everyone is a part of large happy family. Social needs satisfaction is extremely high. The principal exercises leadership in an direct manner and tries to keep production satisfactory. His behaviour is job oriented but does not hinder the social needs satisfaction on the part of the teachers.

Controlled Climate can be characterized as highly task oriented at the cost of social needs satisfaction of the members (teachers). Group investment is never encouraged, human aspect of the individual is neglected and communication is always one sided.

Paternal Climate refers to an environment in which 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.

Closed Climate 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 group members secure neither social needs satisfaction nor job satisfaction stemming from task-accomplishment.

1.6.2 Teacher Effectiveness

Effective teachers are those who possesses the knowledge and skills needed to attain goals which either directly or indirectly focus on the learning of their students. Teacher performance is often sued as a based from which teacher effectiveness can be derived (Medley, 1982), and in the present study it refers to: self-perceived behaviour of teacher with regard to his/her role performance covering five areas:

Preparing and Planning for Teaching includes statements pertaining to the ability of the teacher in preparing, planning and organizing for teaching in accordance with the course objectives by using different source material.

Classroom Management includes statements pertaining to 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.

Knowledge of Subject Matter: Its Delivery and Presentation including B.B. Summary includes statement on the ability of the teacher in acquiring, retaining, interpreting and making use of the contents of the subject he/she is dealing with the classroom situations. Delivery of course contents and its presentation including B.B. summary constitute essential aspect of the teaching learning process.

Teaching Characteristics includes statements pertaining to the personality make up and its behavioural manifestations that have their own level of acceptability or unacceptability in the teaching profession.
Interpersonal Relations includes the statement concerned with the ability of teacher to adopt himself/herself to maintain cordial relations with his/her colleagues, their parents and other persons in the community.

1.6.3 Attitude towards Teaching

It is the sum total of teachers' inclinations and feelings, prejudice or bias, pre-conceived notions, ideas, fears, threats and convictions about specific situation. A teacher who has favourable attitude towards teaching is able to maintain a state of harmonious relation with his pupils characterized by mutual affection and sympathetic understanding, covered under six sub areas: attitude towards teaching profession, classroom teaching, child-centered practices, educational process, pupils and teachers.

1.6.4 Teacher's Job Satisfaction

It refers to the contentment the teacher receives from the job and the job situation in the school covered under the sub-areas, namely, job prospects, teacher-principal relationship, teacher-teacher relationship and opportunities for self expression etc. It reflects on teachers' being either very good or good or not good at their job in teaching-learning process.