CHAPTER I

THE PROBLEM: ITS THEORETICAL FRAMEWORK AND CONCEPTUAL BACKGROUND

Human being is dynamic and progressive. Society is also an overchan phenomenon. It cannot remain stat and stereotype. The social structure is subject to incessant change, growing, decaying, finding, renewal, accomodating itself to the very varient conditions and suffering vast modifications in the course of time. Our society is, also undergoing transformation, as a result of which we have new tasks, new aims and goals before us. Hence, we have to re-orient education to achieve these goals. The goal before us is to build a new social order based on equality, liberty and justice. The role of the teachers in democratic system of education is very crucial. They have to act as friends, philosophers and guides of the students and help them to march forward to establish a new social structure.

The need of the hour is the maintenance of mutual goodwill and world peace. Teachers have to play an important role in restoring humanity among masses. It is the teacher who can inculcate the spirit of cooperation, socialism and humanism in the students. It is written in the preamble of the UNESCO: "since wars begin in the minds of men that the defence of peace must be constructed the wide diffusion of culture and education of humanity for justice, liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern."

The role of the teachers in moulding the personality of the students depends on the aims of education. Education is to aim at
wholesome, worthwhile, progressive harmonious and spontaneous growth and development of personality. T.P. Nunn agreed\(^5\), the primary aim of all educational effort should be to help boys and girls to achieve the highest degree of individual development to which they are capable of."

It is a universally accepted and established fact that academic growth and intellectual advancement of a nation is shaped by the quality of its citizens and this quality is inseparably linked with the quality of education imparted to them and it depends upon several factors - home, inherited traits, parental attitude, financial support, material equipments, curricula and methods of instructions in schools. The identification of qualified and able teaching personnel constitutes one of the most important of all educational concerns. The role played by the teachers in the growth of civilization is of in great significance and worth assuring recognition. A teacher is king pin of what is generally called educational system. It is he on whose efforts the implementations of educational policies and programme depend, when the teacher is so important factor in the educational system, it is essential that he should possess specific skill and ability to his job.

Hence the role of the classroom teacher in education is central. The teacher is, after all, the point of contact between the educational system and the pupil. The impact of any educational programme or innovation on the pupil operates through the pupil's teacher. It is, therefore, quite accurate to say that a school's effectiveness depends directly on the effectiveness of its teachers. Maximizing teacher effectiveness is a major goal of education. In the words of Rayans, teacher effectiveness has been described as - "If competent teachers can be obtained, the likelihood of attaining desirable educational outcomes
is substantial. On the other hand, although schools may have excellent material resources in the form of equipment, buildings and text books and although curricula may be approximately adopted to community requirements, if the teachers are misfits or are in considered significant from the point of view of its contribution on the existing quantum of knowledge in the area of teacher effectiveness. Thus, this study provides a new direction to one and all engaged in the improving the standards of learning and teaching.

As people are known, in large part, by their personalities, warmth, sincerity, exuberance, apathy, hostility, or by whatever dominant qualities others perceive them to possess, the same holds true for organizations. Some exude warmth and welcome to members and visitors, others convey the feeling of suspicion, distrust, aloofness, coldness or indifference. As such, every one of us will feel that a unique feeling, atmosphere, climate or personality is prevailing in a school, whenever we spend even a small amount of time with the members of the school, and the same is very much true for other establishments as well as such as hospitals, factories, business, establishments and others types of structure.

The feeling is defined and described in various terms by theorists concerned with explanations of phenomenon associated with complex organization. In other words, they believe that the distinct climate, atmosphere or personality perceived by persons in a particular building is a result of the manner in which actors at each hierarchical level of the organization interact with each other and with incumbents of other hierarchical levels. This feeling which results from the interaction of role participants at the various hierarchical levels
of the organization housed in a particular building is often referred to now, as the "organizational climate."

Organization as a concept has been discussed by different authorities in different ways. In the human organization like colleges, we find a number of individuals working together towards a common goal. Each of these individuals brings to the work situation a different background of personal and social experiences. These individuals differ in their demands on their job. These demands depend on an individuals' physical needs and on his social needs. These socio-physical needs and the sentiments associated with them vary with his social conditioning as well as with the needs and sentiments of people closely associated with him, both inside and outside the organization. The increased attention given to the study of organizationals spend most of their lives in some from the organizational membership college represent a common denominator for man's experience with organizations in that most members of society have inhabited colleges at one time or another. The colleges mission is one of forming, freeing, developing and assimilating its young clients so that they may better function as individual personalities and as sustained contributors to our society. Because of their unique effects on children, the importance of their mission in society, and their common denominator quality, colleges need to become more persistent focus of study for those in the field of organizational theory and organizational behavior.

The pupils are no longer looked upon as a raw material to be processed into finished material by the teachers. Hence the teacher was given a place of high importance in the organization. The maintenance of high level of professional values and less anxiety in
maintenance of high level of professional values and less anxiety in the teachers has long been an important objective for the educational managers. However reports in the educational journals about the teacher stress and indicate that employee values and satisfaction increased attention. It is clear that less anxiety and high level of professional values on the part of the School personal are generally viewed as desirable goals for administration. From research point of view, it is a fact which can not be overlooked that relationship between the organization climate and teachers professional values and anxiety needs to studied. An attempt of this kind will be made in this study.

"Value is something which pervades everything. It determines the meaning of the world as a whole, as well as the meaning of every person, every event, and every action. Even the smallest change introduced into the world by an agent has a value and is undertaken only on the ground and for the sake of some value moments. Everything that exists, and even everything that may exist or in anyway belong to the composition of the world, is of such nature that it not only exists, but also contains within itself either the justification or condemnation of its being. It can said of everything that is either good or bad; it can be said whether it must or must not be, or that it ought not to exist, that its existence is right or wrong (not in the judicial sense)."

This is the view expressed by Lossky and Marshall in 1935 in presenting the broad view of values. Stein (1961) also described the values in the similar manner. He considered values determine the choice men make and the ends they live by. What is considered good and what is evil, what is right or wrong, success or failure, what is
important or unimportant, desirable or undesirable, beautiful or ugly are some of the considerations determining the value. Whether the values lie in the realm of ethics, economics, aesthetics or religion, they exist as they are experienced in human minds and translated into human action, that they substantially determine the direction of human actions is a generally accepted view. Thus, values seem to determine, likes and dislikes of an individual's life, and control the behaviour.

Values determine the intensity and continuity of a particular human behaviour. When we speak of attaching a high value on a particular idea or feeling, we mean that the idea of feeling exerts a considerable force instigating and directing behaviour. A person who values truth, will expend a great deal of energy on the search for it. One who places great value on domination (Power) will be highly motivated to dominate over all others coming into his contact. Conversely, if something is of trivial value it will have little energy attached to it. In general, we can say that values are the key choices that shape the type of life, the man builds for himself and the kind of person he becomes and these reflect his basic values (Coleman, 1971).7

Values which are so important for an individual and which provide the key to a more adequate understanding of man in society, need investigation. One can easily understand the individuals if he is aware of their values.

Values shape the most of man's activities. It helps the individuals in having interest in one or some of the professions. The professions that an individual selects for himself are guided by his values. The knowledge of value, provides major clues to a person's professional choice. Each profession lays more emphasis on some or
other values, e.g. the profession of businessmen needs the persons having strong "economic" or "utilitarian values", the social-workers' profession, lay emphasis on high 'social values', the priests, require religious and humanitarian values.' Painters and Artists are characterised by high 'aesthetic value' (Lowell, 1969), and the scientists are much interested in 'theoretical value' (Ray Choudhry, 1958). Thus it can be shown that every profession has its own type of values or value pattern. This view holds good with the teaching profession.

Values and behaviour of any person (to which teacher is no exception) are inter-related. Hence while chalking out any scheme with a view to bring about improvements in education the teacher's values must find an important place.

In the present study an attempt is made to study the new professional value-pattern of teachers. "The new, however, is not merely a resultant, but an emergent, it involves new qualities and new forms of relatedness which do make difference to go of the events that have emerged from. There is more in the complex than in the constituents. The 'more' of any given stage, even the highest, involves the 'less' of the stages which were precedent to it...... It (emergence) does not interpret the higher in the terms of the lower only." (Lloyd Morgan; quoted by Iyengar, 1942).

An important objective of 'Teacher-Education' should be to shape the personalities of its students into a professional mould and develop desirable values in them. For developing desirable professional values among teachers, the knowledge of the present and the emerging value-pattern is necessary. Kilpatrick (1967) has rightly said "The teacher must have as an essential part of his professional
equipment what is called a 'Map of Values.' With the help of such a map, daily decisions may be taken and resolved consistently with long range or short range destinations or decisions" in educational situations.

The research studies of Bledsoe\(^{10}\) (1962), Bowie\(^{11}\) (1962), Gupta\(^{12}\) (1966), Kakkar\(^{13}\) (1966), Spint Hall (1964), Pal\(^{14}\) (1969), Sharma\(^{15}\) (1970), Kulshrestha\(^{16}\) (1970 and 1972), Yadav\(^{17}\) (1971) and many others have revealed that teacher's values have an impact on students in the school situations. The method of teaching employed, emphasis put on different aspects of school curriculum and other major decisions for action in the teaching learning process have been viewed as reflections of the values and attitudes, the teacher has developed.

As the society is changing, the work, nature and responsibility of schools are also changing. The recent technology and other advancements have influenced school's socio-cultural climate. The teachers having different socio-cultural environment in their schools, may have different types of value-patterns.

To acquire the knowledge about the present value-pattern of teachers, the researcher thought to study value-patterns of teachers in today's socio-cultural environment of the schools. Here in the present study the socio-cultural environment of the schools is studied with reference to the teacher's level of education, type of schools, type of managements, student teacher relationship, physical environment, social status in the community, the factors relating to the sub-group membership like identity, teaching subjects, sex, marital status, education, income and similar others.
Studies of Allport\textsuperscript{18} (1960), Anderson\textsuperscript{19} (1966), Ray Chodhury (1958), Kaur (1967), Kulshrestha\textsuperscript{20,21} (1968, 1970, 1971), Kakkar (1970), Sharma\textsuperscript{22} (1970), Yadav (1971) and others are based mainly on the tool Allport, Vernon and Lindzey's "A Study of Values." It is forced choice instrument, based on definite theoretical model of "Spranger's" Six types of men. Since 'A Study of Values' is based upon 'Spranger's six types of men' and the items of the test are from all sorts of life spheres, there is a need for developing an independent test for teacher's values based upon Indian teacher's place in present day socio-cultural environment.

The proposed scale based upon school's situation will help to understand and to improve the emerging value-pattern of teachers in the present socio-cultural environment of India. Incidentally it may also prove helpful in the selection procedure of teachers.

**TEACHERS' PROFESSIONAL VALUES**

Teachers professional values refers to a set of beliefs, an abstract concept inculcated consciously or unconsciously by the members of teaching community governing the behaviour of the individual or group which helps in realization of their goal and fulfilment of their moral, social, aesthetical, educational and psychological needs.

To construct the Teachers Professional Values Scale (TPVS) a list of dimensions of values required for the profession of teaching was prepared with the help and consultation of the teachers and educationists. This list was sent to professors, educationists numbering 50 of different parts of India, to ascertain the dimensions of Teachers Professional values. Seven dimensions were determined on the basis of the opinion of these experts; as (i) **Moral values** - honesty,
truthfulness, sincerity, integrity, kindness, compassion, tolerance, judiciousness, (ii) **Social Values** - Socialbility, helpful, law abiding, cooperation, love for young follow social norms. (iii) **Educational Values** - up-to-date knowledge, knowledge of the subject matter, effective teaching, punctual, honest in evaluation. (iv) **Personal Values** - cleanliness, tidyness, health care, progressive, effective use of voice, hardworking. (v) **Economic Values** : Contended not greedy, non- acceptance of bribe, increase in income through suitable means, economic adjustability. (vi) **Democratic Values** : Love for freedom, love for justice, love for equality, conscious of rights and duties, nationalist. (vii) **Aesthetic Values** : Environmental cleanliness, appreciate beauty, cultured, systematic methodical.

**ANXIETY** :

**Family Relationship** :

The shorter Oxford English Dictionary- Anxiety is not a simple condition. There is normal as contrasted with neurotic anxiety. The letter is not inevitable and perhaps even what is labeled normal is unnecessary in a life space for the optimal functioning of a man. But this optimistic view is not acceptable to many. Increasingly the existentialists turn psychologists to an acceptance of the inevitability of anxiety.

Anxiety is not something we 'have' but something we 'are' or so say the existentialists. It is the centre of our being.

William James\(^{23}\) earlier called anxiety an instinctive reaction to certain objects or situations which might represent danger. If the danger is real, then the anxiety reactions have a biological usefulness and can be considered an evolutionary product is the struggle for existence. He also assumed that some anxiety reactions were
altogether senseless and represented "Natures in perfect wisdom".24
How ever he considered any anxiety phylogenetically fixed and unlearned. This belief in inherent anxiety permeates certain approacher to state of stress from conflict.25

May26 reports that normal anxiety -- (a) is not disportionate to the objective threat, (b) does not involve repression, and (c) does not require neurotic defence mechanisms. It can be confron ted constructively on the level of conscious awareness or can be relieved if the objectives situation is altered.

FRUED27 defined anxiety in terms of three characteristics -- (a) It has a "specific unpleasurable quality", (b) it involves "efferent or discharge phenomena," and (c) it consists of the perception of these.

It is now apparent that the concept of anxiety as process must be added to the conceptual distinction between anxiety as a transitory state and as a personality trait or disposition. In essence, anxiety as process refers to the sequence of cognitive effective and behavioural responses that occur as a reaction to some from of stress. The process may be initiated by a stressful external stimulus, or by an internal cue that is threatening. Cognitive appraisals of danger are immediately followed by an anxiety state reaction, or anxiety state or by in comment in the level of state reaction, or anxiety or by in comment in the level of A-State-Intensity. Thus, an anxiety state is at the core of the anxiety process, and the concept of anxiety as process usually implies the following temporarily sequence of events.

STRESS -------------- PERCEPTION -------------- A STATE OF DANGER -------------- REACTION
Anxiety is considered as a block to an activity. A person who suffers from anxiety may not be able to devote his full energy in the performance of a task. It is, therefore, considered by many that anxiety interferes with the activity and so learning is impeded. This notion is, however, based on an erroneous understanding of the role of anxiety. In fact anxiety might deter learning or might also stimulate it. According to Bugelski, attention is a primary factor in learning. Attention may result because of desire for reward, desire to escape punishment, curiosity, etc. But basic to attention is anxiety. Bugelski considers that the task of the teacher is of creating the necessary degree of anxiety. It is a difficult question to answer as how much anxiety is to be created, or if the anxiety is too much, it would create a need to avoid the learning situation and too little anxiety would result in a lack of attention. Bugelski suggests that by arousing student's curiosity the anxiety is created because curiosity is a disguised form of anxiety. The children's curiosity must be aroused and they should be given initial task in which they are successful.

In social situations a great deal of learning takes places because individuals seek to avoid or reduce anxiety. Children modify their behaviour in order not to offend and disappoint parents. In their anxiety to please their parents the children work hard for success in examination.

The experiments by Sarah Alleson and Philip Ash to discover the effect of anxiety on learning from films showed that the raising of the anxiety level was accompanied by an improvement in the scores made on the test.

Only "normal anxiety" can make students receptive to learning. The lack of such anxiety in social situations makes the
children carries of the rights and feelings of others. Such children become self-centred. They do not care for others but most of the children learn to develop a degree of "normal anxiety." It has a socializing effect and enables the children to learn self-control and self-restraint.

The children who suffer from over-anxiety have difficulty in making progress in learning. They develop patterns of behaviour which are undesirable. For example, if a student appears in the examination with too high an anxiety he is likely to misunderstand the questions and forgetting may also result. Therefore, only the anxiety in the middle ranges stimulates the most effective learning. F.N. Con²⁹ administered tests of anxiety to fifth-grade boys in Melbourne, Australia, and divided them into three groups, representing high, middle and low anxiety. The academic performance of the middle-anxiety groups was significantly better than that of the other two groups. The poorest was that of the high-anxiety group.

An instrument was developed by Seymour Sarason³⁰ and his co-workers to measure "test anxiety". By test anxiety he meant that kind of anxiety which prevents people from doing well in stress situations. It was found that those children who scored high on Test anxiety, scored low on intelligence and achievement test. Feldhusen and Klausmeier³¹ also developed an anxiety test known as the Children's Manifest Anxiety Scale (CMAS) to explore the relationships among anxiety, intelligence and achievement. They found that the lowest I.Q. group had the highest degree of anxiety. Anxiety scores were negatively correlated with I.Q. and achievement for the middle and low I.Q. groups; the correlations for the high I.Q. group were approximately zero. Research with students at the college
level also shows that high levels of anxiety interfere with academic performance even for students with above average ability.

Travers mentions that research has shown that in the learning of very simple responses, such as, a typical conditioned reflex, the speed of learning is greater for high anxiety subjects than for low anxiety subjects. On the other hand, when the subjects are required to learn in a more complex manner which involves the selection of responses from two or more that are available, then the reverse occurs; the high-anxiety subjects learn at a lower rate than the low anxiety subjects. Travers considers this situation to be consistent with that is known about motivation. He says "if motivation is raised beyond a certain level, then too many, responses are raised above the level at which they become available, and confused behaviour results."

In High anxiety situations, as in training pilots to handle emergencies, the training should be given so comprehensively that the individual has a highly overlearned response. It is necessary that the individual has a considerably stronger response to handle emergency than any other alternative set of responses. These alternative responses will be aroused by anxiety but the right response should only be made and through training it should be fully strengthened.

Many other studies conducted in the field of anxiety bring out some interesting facts. It has been found that a high level of anxiety aids the learning of simple material but interferes with the learning of complex material. This finding is quite puzzling to a teacher who is supposed to create middle anxiety. Such problems for the teacher make teaching a tough job. It is difficult to give specific instructions to the teacher as how to create anxiety or cope with too
much anxiety in the class. An effective teacher is one who is able to sense the level of anxiety in his class-room. If he finds it more he takes steps to reduce it. If it is less, he creates more of it.

**Organizational Climate**

Educational institutions differ among themselves in many ways. A teacher or an experienced principal can quickly sense or feel the individuality of an institution. Sometimes this individuality is called the "atmosphere" of the institution. Other popular labels for this are the tone of the institution, climate of the institution or the schools personality. This atmosphere" or the "climate" or the institution is, no doubt, intangible. Much of the evidence of this however, comes from observation of behaviours of people in the institution. In one institution faculty members appear to be relaxed and at ease with each other. They seem competent and generate within us a sense of confidence. In another we find greater tension and the teachers show it in their faces, the manner of their speech and how they teach and supervise students. Some colleges are very noisy and "on edge" and often the teachers in these institutions shout a great deal. In some colleges the principals seem to emphasize their authority and status, often stressing formality and correctness in dealing with others. In some colleges the relations among staff members, between staff-members and the principal are much strained. All these subtle differences which characterize the psychological environment are the domains of organizational climate of the institutions. Argyris calls this the "living system" of the organizations. Analogously, Halpin states "what personality is to the individual, organizational climate is to the organization." Thus, one useful way of viewing and understanding colleges and possibly to direct and control them more
effectively so as to achieve their goals is through the concept of organizational climate.

Organizational or institutional climate is said to be one of the important factors that affect the quality of education imparted in the colleges. A number of researchers have brought out its importance as one of the factors affecting students learning, teacher behaviours and their personality qualities such as their morale and alienation from college teaching and other work along with the effectiveness of the institution. Wright and his association\textsuperscript{35} and Perkins\textsuperscript{36} have clearly brought out the significance of classroom climate as related to students' learning and development.

A number of researches have been conducted which demonstrate that the institutional climate is related to several aspects of college life such as leadership, institutional ideologies, student and teacher characteristics. In the study made by Hall\textsuperscript{37} organizational climate was found to be related to the leadership of the college principals. This study tended to show that the climate of an organization is very a function of leadership styles and qualities. Organizational climate of the school contributing significantly to the morale of teachers was brought out in the study conducted by Murphy.\textsuperscript{38} It has also been found that development of creativity in students is also related to institutions organizational climate. Thus enough evidence seems to be available which shows that organizational climate of colleges is a factor that, perhaps, cuts across several aspects of college life. Yet, the evidence does not seem to be conclusive. Studies are too few to draw any conclusive inference from them. Hence, there is the need to conduct more and
more studies on the relationships of organizational climate of colleges with as many aspects of college life as possible.

RATIONALE OF THE STUDY:

A question may be asked. Why should these variables be related to each other. It is not difficult to see that these relationships are hypothesized on quite sound basis. The hypothesized relationship between organizational climate of colleges and the teachers' professional values & family relationship of the teacher's can be justified for psychological point of view. It is well known that what the individuals do, the way they act and behave with others in any situation creates a kind of atmosphere comprising peoples relationships among themselves, their feelings and attitudes about work and towards each other. The teachers' influences the behaviours of students and other persons working in the college. In view of his desirable and undesirable behaviours of the people may develop good or bad relations with each other as well as with him & within her/his family. This way generate a unique kind of atmosphere or climate in college. Hence, it is expected that the teachers' professional values of the college teachers should be related to the organizational climate of the colleges.

Teacher's Family relationship & anxiety is a kind of output of his activities. Satisfaction or frustration of need, largely depends on the conditions operative in the environment. Obviously, organizational climate may be considered to have potentialities causing anxiety satisfaction or frustration of needs. The relationship hypothesized appears to be reasonable. Similarly teacher's professional values may be conceived of as being affected by organizational climate. Favourable climate characterized by factors
and conditions that are satisfying, rewarding supportive of achievement and good work and conducive to teachers personal and professional well-being must boost up the morale of the teachers. It is a fact of common sense. But this study is planned to get more empirical evidence to that what is common sense may become a scientific truth. When teachers in a college have high teacher's professional value and no feeling of alienation with favourable climate in the college the natural consequence of this which can be easily expected will be that the institution is effective.

In this way, all these seven variables involved in this study may easily be visualized to be interrelated logically it seems quite plausible to think in this way. But scientific evidence is not available. A few studies are there as reviewed in chapter - II which have shown them to the related. But they are too few. For several reasons they can not be considered adequate and perfect. For these reasons more and more studies on their relationships are needed.

SIGNIFICANCE OF THE STUDY:

The study of inter-relationships of these variables may be considered important from several points of view. Since each one of them individually seems to be important in the context of the qualitative improvement of college education, it may be more meaningful to demonstrate empirically that it is a fact a reality, Institutional effectiveness, in other words, 'means high quality of education. Hence, institutional effectiveness is essentially the same as qualitative improvement of education. If it is revealed by this study that teachers professional values family relationship & anxiety are related to institutional effectiveness it may be possible to guide the principals to adopt the most suitable style in order that the quality of
education improves. This knowledge may be helpful in training of the teachers. The principals may also be benefitted by this knowledge as this may develop in them a greater insight in the administration of colleges.

How teachers professional values family relationship affect institutional effectiveness is not known. May be that they affect the organizational climate of the college teachers anxiety and values and through interactions with these variables they affect the institutional effectiveness. This knowledge which is expected to be brought out by this study may be extremely important from the point of view of qualitative improvement of college education and increasing the efficiency of the college teachers.

Organizational climate too may not be an independent factor. It may be inter-linked with teachers professional values & family relationship either as a cause or as consequence of these variables. At the moment there seems to be a paucity of such information. The present study will reveal how these variables are inter-related to each other. This in itself may be considered meaningful and important. If they are found to be inter-related it may be possible to explain more validity the dynamics of functioning of those variables in determining the effectiveness of colleges. Also it may help in understanding more fully the operational implications of these variables in the context of qualitative improvement of college education.

In this way the study seems to be important. It may be considered significant from the point of view of its implication in the field of knowledge. It may yield information and knowledge which
at present is not available. Also, it bring out knowledge which can be utilized in upgrading the quality of colleges education.

DELIMITATION:

Following are the delimitations of this study:

1. The study is confined to the colleges of Bundelkhand University only.
2. The study is based only on the male and female colleges.

OUTLINES OF THE WORK:

I. THE PROBLEM:

The problem for the research has proposed to have the title, "A study of teacher's professional values; Family Relationship and anxiety in relation to organizational climate." There were eight variables involved in this study - teachers' professional values, Family Relationship, anxiety, experience, qualifications, type of management of the Colleges and organizational climate of Colleges. The purpose of this study was to investigate the relationship that might be existing among these variables.

II. OBJECTIVES:

The present study has undertaken to achieve the following objectives:

i. To study the relationship between organizational climate of college and teachers' professional values.

ii. To study the relationship between organizational climate of Colleges and teachers' anxiety.

iii. To study the relationship between organizational climate of the college & Family relationship of teachers.
iv. To study the professional values of teachers with respect to variables namely teachers' sex, experience, qualifications and type of management of the colleges.

v. To study the teachers' anxiety with respect to variables namely teachers' sex, experience, qualifications and type of management of the colleges.

III. HYPOTHESES:

In order to achieve the foregoing objectives following hypotheses have been formulated:

i. The teachers' professional values are related to organizational climate of colleges.

ii. The teachers' anxiety is related to organizational climate of colleges.

iii. The organizational climate of the college is related to teacher's family relationship.

iv. The professional values will differ in the male and female teachers.

v. The professional values will differ in the more experienced and less experienced teachers.

vi. The professional values will differ in the more qualified and less qualified teachers.

vii. The professional values will differ in the teachers' of the university and affiliated colleges.

viii. The teachers' anxiety will differ in the male and female teachers.

ix. The teacher's anxiety will differ in the more experienced and less experienced teachers.
x. The teachers' anxiety will differ in the more qualified and less qualified teachers'.

xi. The teachers' anxiety will differ in the teachers of government and non-government colleges.

IV. **Definition of the Technical Terms Used**:

i. **Professional Values**:

   This refers to a set of beliefs, an abstract concept inculcated consciously or unconsciously by the members of teaching community governing the behaviour of the individual or group which helps in realization of their goal and fulfilment of their moral, social, aesthetical, educational and psychological needs.

ii. **Family Relationship**:

   It describes the teachers' relationship with their family members.

iii. **Anxiety**:

   This refers as a series of symptoms, which arise from faulty adaptations to the stresses and strains of life. It is caused by overaction in an attempt to meet these difficulties.

iv. **Organizational Climate**:

   This may be defined in terms of interaction that takes place between organizational members as they fulfil their prescribed roles while satisfying their individual needs. Further more it is resulting conditions with in the institution of social interaction among the teachers and between the teachers and administration.

v. **Methods and Procedures**:

   This includes population, sampling methods and procedures proposed have been used in this study.
a. **The Population and Sampling** :

The population for this study has been defined as all the constituent and affiliated colleges of Bundelkhand University. Though the unit of sample will be the teacher, sampling by teachers was inconvenient. Hence, Cluster sampling method was used under which in fact group of teachers available in units of Colleges will be selected. It has been decided that all the affiliated government & non government colleges of Bundelkhand University were included in the study.

b. **Variables Involved** :

The following the variables were involved in the study:

1. Teacher's professional values.
2. Family Relationship
3. Teachers anxiety
4. Organizational Climate, and
5. Teachers' sex
6. Teachers experience
7. Qualifications, and
8. Types of management (Affiliated Colleges & University)

c. **Tools Used** :

In order to measure the forgoing variables, the following tools were used:

i. Teachers professional values scale constructed and standardized by P.C. Shukla and W.N. John.

ii. Teachers Family Relationship Questionnaire - Self made.

iii. Teachers Anxiety Scale - Self made.

iv. Organizational Climate Questionnaire constructed and standardized by M. Bhatnagar.
v. Teachers’ sex, experience, qualifications and type of College management need no measurement device. They are readily identifiable from the records.

d. **Collection of Data**:  
The Data have been collected on the following tools: -
i. Teachers’ professional values scale.
ii. Teachers Family Relationship.
iii. Teachers Anxiety Scale.
iv. Organizational climate questionnaire.

All the four tools were administered to the teachers of the Bundelkhand University. The investigator approach the respondents through personal contacts. The respondents were assured that their data will kept strictly confidential.

e. **Statistical techniques used**:  
The Data collected have been analysed by using descriptive statistics and any parametric test (CR) or any other suitable non-parametric test. Parametric tests were considered to be the most powerful tests and should be used if their basic assumptions can be met. These assumptions were based upon the nature of population distribution, and on the way the type of scale was used to the data observations. Non-parametric tests were distribution free tests. Hence, appropriate statistical techniques have been used by keeping in view the assumptions.

f. **Analysis of Results and Interpretations**:  
The collected data were analysis and interpreted. Various statistical techniques such as Mean, S.D., C.R. Values /t/, and
correlation 'r' were used for analysis and interpretation. The meanings were discussed in the reference of various studies.

**CONCLUSIONS AND SUGGESTIONS**

After completing the analysis and interpretations, conclusions have been drawn on the basis of the results obtained. The framed hypotheses and their related objectives have been examined in the light of the study. A few suggestions have also been given for improving the quality of teachers. A few limitations, under which this study has been conducted, have been pointed out to enable proper review of the findings and ultimate conclusions. In the end, some suggestions for further research has also been offered as no research is complete within itself.

**THE REPORT**

The chapter-wise report of the study has been submitted under various heads as given below:-

1. Acknowledgement
2. Contents
3. List of Tables
4. List of Figures

II. Review of Related Research and Literature.
III. Methods and Procedures.
IV. Analysis of Data, Results and Discussions.
V. Implications of Findings and Suggestions for Further Research.
VI. Summary and Conclusions

**REFERENCES**
- i. Bibliography
- ii. Appendices.
REFERENCES


