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 innovative 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.

BACKGROUND OF THE STUDY

Teachers who inspire and motivate the students are included in the category of "Effective Teachers. Teacher effectiveness plays a pivotal role in the teaching learning process. It, being the hub of the whole programme, needs close observation and critical analysis. It is generally agreed that the "goodness" of an educational system to a great extent is dependent on quality of teachers available to implement it. An effective teacher may be understood as one who helps in the
development of basic skills, understanding, proper work habits, desirable attitude and value judgment. Teacher effectiveness concerns with these outcomes and the objectives of education. It points to the effects of a teacher in the classroom situation. A school may have excellent material resources, equipments, building, library and other facilities along with a curriculum appropriately adopted to suit the community needs, but if the teachers are misfit or indifferent to their responsibilities, the whole program is likely to be ineffective and wasted.

The school is the greatest tool available to spread information to others. It is the best training ground to teach individuals to become agents for change and become productive members of the society. Yet, schools cannot do this without having teachers who wish to bring forth change and who possess the necessary human traits, abilities, skills and competence. The importance of teacher in the educational process is unquestionable. The teacher occupies the key position all the human factors in the education system, and it is only through them that the ultimate process of education takes place. Teachers are uniquely positioned to define their problems and seek solutions in their own situations and their own terms. But teachers’ perceptions about what goes on in the school often differ from public perceptions. Teachers consistently view public education in a more positive light than that of public. In addition, the role of teachers in the classroom has shifted, therefore, they are required to wear many hats during the course of the school day.
The teacher today faces new challenges in the education calling for greater effort from teachers. Teachers as a group are not more maladjusted than members of other vocations. Problems of adjustment are common to all groups, but every vocation presents certain problems peculiar to itself. Perhaps the prime condition of satisfactory adjustment is that the teachers have confidence in their own competence and that they respect their vocation. Generally, teaching is not conductive to that growth and maturity of mind that seem so necessary to personal satisfaction and consciousness of worth. Some administrators over that as a class the older teachers are less competent a statement which, incidentally is tantamount to say that our school do not do much to develop teachers. Also, it will probably be admitted that teachers would derive greater satisfaction from their work if they could look forward to a long period of promotion and if they could see everywhere about them evidence of increasing growth and development.

**Importance of Teacher in Our Society**

What’s the most precious material we have in the country; children. If we don’t give them best keepers and mentors and teachers, we are destroying the future of the country. Teachers are the constructor of our nation but we are so careless about that. We underpay teachers, we hire poorly prepared teachers and we don’t help them. We don’t go into school and help them, “What can we do?” We don’t participate. It’s a matter of taking care of the children. If you have a child who’s ill, you want the best doctor. You want the best surgeon, “I want the best surgeon for my child.” But do we say that about teachers? No, we don’t. We know that surgeons are well paid, they better be well paid, they don’t want to have
worries at home. It should be the same with teachers; they are the single most important profession in the country because they are shaping the future. And some of them are misshaping the future or they are not being helped by us.

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 Perspectives of Teachers. The management of the classroom 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. A perspective of Teachers 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.

**Perspectives of Teachers**

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.

**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 refereed 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”.

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IMPORTANCE OF THE STUDY

All educational thinkers, policymakers, administrators and all educational committees and commissions--Indian as well as foreign hold that the Perspectiveness 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 Perspectiveness of instruction in schools depends vitally upon the quality of the teacher and teacher Perspectiveness 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."
SCOPE 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 Perspectiveness 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. The school organizational climate significantly affects the academic achievement of students which is otherwise related to teacher Perspectiveness.

STATEMENT OF THE PROBLEM

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 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 a complex situation with a wide range of activities wherein the teacher is the focal point. The present study deals on “A STUDY OF PERSONNEL MANAGEMENT PERSPECTIVES OF HIGHER SECONDARY SCHOOL TEACHERS IN KARUR DISTRICT, TAMIL NADU” in a detailed manor.
OBJECTIVES

The present study was undertaken with the following objectives:

- To study about the personnel management Perspectives of Higher Secondary School Teachers in Karur District.
- To study the better management practices followed in improving their Perceptiveness.
- To study teacher Perceptiveness among Higher secondary school teachers of Karur District in relation to their school organizational climate.
- To study teacher Perceptiveness among Higher secondary school teachers of Karur District in relation to gender, location, teaching experience and stream (science, social science and languages).
- To study interaction effect of school organizational climate separately with gender, location, school, teaching experience and of stream on teacher Perceptiveness among secondary school teachers of Karur District.
- To study interaction effect of location of school, gender, teaching experience and stream on teacher Perceptiveness among secondary school teachers of Karur District.
- To study and compare more effective and less effective teachers on their attitude towards teaching, job satisfaction and different dimensions of school organizational climate.
HYPOTHESES

- Higher Secondary School Teachers teaching in open autonomous and familiar school climate will have significantly higher level of teacher Perceptiveness as compared to their counterparts teaching in paternal, controlled and closed climate.
- There will be no significant gender difference in Teacher Perceptiveness among Higher Secondary School Teachers in Karur District.
- There will be no significant difference in teacher Perceptiveness among teachers belonging to rural and urban Higher Secondary Schools in Karur District.
- Higher Secondary School Teachers having different levels of teaching experience (less than 8 years, 9–15 years, 16 and more than 16 years) will exhibit significant mean differences in their teacher Perceptiveness.
- The more effective Higher Secondary School Teachers will differ significantly from less effective teachers in their attitude towards teaching, job satisfaction and eight dimensions of school organizational climate.

METHODOLOGY

In order to study Perspectives of teachers among secondary school teachers in relation to school organizational climate and certain selected personal variables, namely gender, location of school, teaching experience and stream a sample of 75 higher secondary schools (15 Rural and 15 Urban) were selected. Further all the teachers (Totaling 540) working in these schools were administered following research tools.
Multi-Stage Sampling Technique was followed to select the sample size

- School Organizational Climate to assess school climate in six types of climate namely open, autonomous, familiar, controlled, paternal and closed.
- Perspectives of Teachers Scale to assess Perspectives of Teachers.
- Teacher Attitude Inventory to assess attitude of teachers towards teaching only in terms of ‘more effective’ and ‘less effective’ teachers.
- Job Satisfaction Scale to assess job satisfaction of teachers towards teaching only in terms of ‘more effective’ and ‘less effective’ teachers.

The main aim of the present investigation is to study the “A STUDY OF PERSONNEL MANAGEMENT PERSPECTIVES OF HIGHER SECONDARY SCHOOL TEACHERS IN KARUR DISTRICT, TAMIL NADU” effects of school organizational climate on teacher Perceptiveness as a whole and in combination with certain personal variables such as gender, location, stream and teaching experience. Also it aimed to evaluate how effective teachers differ from less effective ones in terms of job satisfaction and teacher attitudes. To investigate the factors underlying these variables, proper procedure and standardized tools were used.

SAMPLE

The universe of the study was higher secondary schools of Karur District. The sampling for the study was made in two phases. In first phase three Taluks Namely Karur, Aravakurichi and Kulithalai. Out of 75 schools 30 schools were
selected randomly, having average, low and high literacy level respectively. In second phase 15 rural and 15 urban schools from these districts were selected on random basis. Thus, a total sample of 30 schools were drawn for the conduct of the study. The total number of teachers in all the 30 schools were obverted as 540. 30 per cent of sample (180) were selected as a sample for study purpose.

PERIOD OF THE STUDY

The present study deals one year period 2009-2010. About 10 months period have been spared by the researcher to contact the selected respondents.

STATISTICAL TOOLS

Descriptive statistics was used to explain school organizational climate prevailing in secondary schools of Karur District along with and Perspectives of Teachers.

Analysis of variance, followed by t-test was used to study main and interaction effects of school organizational climate in combination with gender, location, teaching experience (less i.e. below 5 years, average i.e. 5-10 years, and more i.e. above 10 years) and stream on Perspectives of Teachers among Higher Secondary School Teachers.

The investigator used two sets of tools in the present investigation. One set of tools was to identify school organizational climate and Perspectives of Teachers and select more effective and less effective teachers. The other set of tools,
namely, teacher attitude inventory and job satisfaction scale was administered only on more effective and less effective teachers, identified on the basis of their Perspectives of Teachers score. In short four tools, selected for use in the study are described hereunder in brief:

_Inter correlation matrix, ‘t’ test Rating scale technique, Anova and kuder-richardson test have been used to analysis and to interpret data._

**FUTURE DIRECTION OF RESEARCH**

The present study tries to find out the _Unanswered Research Gaps_ on improving their quality and Perceptiveness of higher secondary school teachers in this area in future with the perspective future plans.

**LIMITATIONS**

The present study is not free from some limitations and constraints It exclusively deals only in Karur district alone. Among many taluks in this district only three taluks have alone taken in to account for study purpose and so it is micro level study and not in the macro level. There may be possibility of the exclusion of some schools and teachers. It is not serious lacunae for a plain truth result of the experiments would not affect to much and teachers (respondents) are unwilling to provide certain information.
CHAPTERIZATION

Chapter-I : Deals introduction, importance of the study, statement of the Problem, scope of the study, objectives, hypotheses, methodology, sample size, statistical tools, limitations and Chapterization

Chapter-II : Deals Review of Literature

Chapter-III : Area Profile of Karur District

Chapter-IV : Emerging issues on perceptiveness of teacher education in India

Chapter-V : Analysis and Interpretation of Data

Chapter-VI : Summary of Findings, Suggestions and Conclusion

Bibliography