CHAPTER – VI
SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

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 Perspectives 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 Perspectives is the competence and ability of a teacher to teach effectively. Teacher Perspectives 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 Perspectives 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.
IMPORTANT FINDINGS CONTRIBUTIONS /FINDINGS OF THE STUDY

For the main effects of gender, stream and teaching experience on teacher effectiveness among secondary school teachers came out to be 0.11, 2.35 and 2.71. None of these F-values is significant at .05 level, thereby meaning that teacher effectiveness among secondary school teachers does not differ significantly across gender, location and teaching experience groups.

Further, it may be noted from table 4.24 that the F-value for the double interaction effects of gender x stream, gender x teaching experience and stream x teaching experience turned out to be 0.26, 0.19 and 0.38, being not significant even at 0.05 level. Also, the F-value for the triple interaction effect of gender x stream x teaching experience came out to be 0.24, not significant at 0.05 level.

The main effects of location, stream and teaching experience on teacher effectiveness came out to be 0.09, 1.79 and 2.10. None of these F-value is significant even at 0.05 level. Further, the table 4.29 shows that the F-value for the double interaction of location with stream and teaching experience on teacher effectiveness did not turn out to be significant (Fs=0.16, 0.12, p>0.05).

The F-value for the interaction effect of stream x teaching experience on teacher effectiveness turned out to be non-significant (F=0.62; p>0.05) and the F-value for the triple interaction of location x stream x teaching experience, came out to be 0.31 which is again not significant even at .05 level.
This means that teacher effectiveness among secondary school teachers does not vary significantly across location, stream and teaching experience, either as main effect or in interaction with each other.

Less effective teachers have mean scores of 28.25, 12.39, 18.47 and 17.32 on dimensions of disengagement, alienation, espirit and intimacy determining type of school organizational climate.

The respective mean scores of more effective teachers on these four group characteristic based dimensions came out to be 21.78, 9.56, 24.62 and 26.29.

The t-values testing the significance of mean difference between less and more effective teachers turned out to be 9.56, 4.22, 8.78 and 12.63 for the disengagement, alienation, espirit and intimacy dimensions measuring group characteristics respectively.

These are significant at 0.01 levels Less effective teachers have mean scores of 15.88, 16.56, 16.75 and 34.26 on psycho-physical hindrance, control and production emphasis and humanized thrust dimensions of leadership characteristics determining type of school organizational climate.

The mean scores of more effective teachers on these dimensions turned out to be 12.26, 12.84, 22.65 and 38.77 respectively. The t-values testing the
significance of mean difference between less and more effective teachers came out to be 5.74, 6.09, 12.04 and 4.69 on the dimensions of psycho-physical hindrance, control, production emphasis and humanized thrusts. These are significant at 0.01 level.

All educational thinkers, policy-makers, 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 education system. Secondary Education Commission (1952-53) 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.

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 teaching is an active affair and the class room 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 view point is that the successful teacher is not a perfect one, but one with aptitude for teacher and favourable attitude towards teaching who stays busy at the job of self improvement. Thus to sum up as Majasan (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.

School organization is the major determinant factor of the teacher effectiveness. The organization 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.

It was 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. 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 leader 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. These issues are interrelation and determinants of school effectiveness (Verma, 1998; Bhardwaj, 2004; Mohanty, 2010).
Objectives

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

To meet these objectives following hypothesis were formulated:

1. Secondary school teachers teaching in open autonomous and familiar school climate will have significantly higher level of teacher effectiveness as compared to their counterparts teaching in paternal, controlled and closed climate.
2. There will be no significant gender difference in teacher effectiveness among secondary school teachers.

3. There will be no significant difference in teacher effectiveness among teachers belonging to rural and urban secondary schools.

4. 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 effectiveness.

5. The more effective secondary school teachers will differ significantly from less effective teachers in their attitude towards teaching, job satisfaction and eight dimensions of school organizational climate.

- The data were collected from 3 districts of the Punjab selected randomly.
- Language teachers included in the study were Hindi and Punjabi teachers only.
- Analytical approach to analysis i.e. analysis of variance and t-test were used in the analysis of data to explain relationship of teacher effectiveness with school organizational climate vis-à-vis other pertinent selected personal variables.

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 integration and authenticity of behaviour.
- Autonomous 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 involvement 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.

- Teacher Effectiveness: Effective teachers are those who possess the knowledge and skills needed to attain goals which either directly or indirectly focus on the learning of their students. Teacher performance is
often used as a base 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:

➢ Preparation 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.

➢ Teacher 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, pupils their parents and other persons in the community.

➢ Attitude towards Teaching is the sum total of teacher's inclinations and feelings, prejudice or bias, preconceived 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 relations with his pupils characterized by mutual affection and sympathetic understanding, covered under six sub areas: attitude towards teacher profession, classroom teaching, child-centred practices, educational process, pupils and teachers.

➢ Teacher Job Satisfaction refers to the contentment on the part of teacher which he 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.

In order to study teacher effectiveness 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 senior secondary schools (45 Rural and 30 Urban) were selected. Further all the teachers (Totalling 451) working in these schools were administered following research tools:

➢ School Organizational Climate to assess school climate in six types of climate namely open, autonomous, familiar, controlled, paternal and closed.
Teacher Effectiveness Scale to assess teacher effectiveness.

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.

Descriptive statistics was used to explain school organizational climate prevailing in secondary schools of Punjab alongwith and teacher effectiveness.

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 teacher effectiveness among secondary school teachers.

The t-test was applied to test significance of mean difference between more effective and less effective teachers in their attitude towards teaching, job satisfaction and eight dimensions of school organizational climate description questionnaire, namely disengagement, alienation, espirit, intimacy, psycho-physical hindrance, controls, production-emphasis, humanized thrust.
SUGGESTIONS

Research in any field is a continuous process and no research in itself is considered complete. Every research is based upon previous studies and lays down the foundation for a new study. The present study also was delimited in terms of a number of variables, to explore the relationship of teacher effectiveness with school organizational climate. Hence some suggestions are being made for further research:

1. The study could be extended to other parts of country and different grades of educational institutions i.e. the primary, senior secondary or even at the college level.

2. It is desirable for exploring the relationship of teacher effectiveness with institutions variable to compare different school systems such as government and private, Navodya and Central, and Public and Private on the phenomenon studied in this investigation.

3. In order to improve the school organizational climate, there is a need to change its socio-psychological dynamics, which calls for further research to look into teachers' perception with regard to school conditions vis-à-vis teachers own personality make-up comprising of teaching competencies, attitude towards profession, value pattern, job satisfaction and psychological well-being.
No doubt teacher effectiveness is a personal characteristic comprising of intellectual capacity, knowledge and attitude of a teacher in educational setting, still it has its antecedents in environment i.e. school organizational climate.

It is found that school climate with a blending of socialising and supporting role of head of institution and colleagues is facilitative in teacher effectiveness. Hence it is important to introduce autonomous and familiar types of school climate. It is not the physical infrastructure but human networking that is important. This revolves around inter-personal relationships and teacher-head relationship (Bhardwaj, 2004; Kaur, 2008). A school teacher, irrespective of location and gender is showing a good level of teacher effectiveness when school climate is more humane. The educational administrators at state level and also at district level need to play a facilitating rather than inspection and supervision with iron hand – role in helping teachers to show their best of abilities and interests (Das, 2005). The stream of teaching i.e. science, social science and language, seems to affect teacher effectiveness. Let all teachers, irrespective of stream should be given in-service training. This is likely to help teachers to be more effective – both intellectually and attitude wise. Alongwith use of mass media especially e-media should be made integral part of teaching-learning process and all teachers should be made technology savy. It is felt and believed by many that teaching experience does affect teacher effectiveness. But it needs to be re-looked that experience may not be that important. Hence favouring either young (with less, experience) or elder (with more experience) should be discarded and all teachers need to be
treated as unique human beings in educational system. It is need of hour that teachers are to be sensitized towards socio-psychological needs of students that will enhance psycho-social environment. Let the environment be more conducive and supporting to enable school teachers to provide education to young generation for achieving excellence in school education. No doubt teacher effectiveness is a personal attribute, but it has its connotations in school climate and other behavioural aspects of teachers’ personality. It is a complex phenomenon and needs a careful observation and analysis on the part of educational planners and administrators.

SUGGESTIONS FOR FURTHER RESEARCH

Research in any field is a continuous process and no research in itself is considered complete. Every research is based upon previous studies and lays down the foundation for a new study. The present study also was delimited in terms of a number of variables, to explore the relationship of teacher effectiveness with school organizational climate. Hence some suggestions are being made for further research: The study could be extended to other parts of country and different grades of educational institutions i.e. the primary, senior secondary or even at the college level. It is desirable for exploring the relationship of teacher effectiveness with institutions variable to compare different school systems such as government and private, Navodya and Central, and Public and Private on the phenomenon studied in this investigation. In order to improve the school organizational climate, there is a need to change its socio-psychological dynamics,
which calls for further research to look into teachers' perception with regard to school conditions vis-à-vis teachers own personality make-up comprising of teaching competencies, attitude towards profession, value pattern, job satisfaction and psychological well-being. The teacher effectiveness is usually based on the self-perceptions of teachers. Learning outcomes could be a useful measure of teacher effectiveness, and hence a study could be conducted to find out the relationship between teacher effectiveness and student achievement. Also effect of school organizational climate on students' achievement and student morale can be focus of some studies. A number of teacher training institutions such district institutes of education and training often conduct various seminars or training programmes for teachers to enhance the quality and standard of teaching. A study of change in teacher effectiveness after such type of trainings should be undertaken to establish the usefulness of such training programmes. There is need to assess teacher effectiveness with the help of a new measurement technique. Hence research efforts should be made to develop indigenous tools of research to assess teacher effectiveness in a new perspective on the framework of national curriculum demanding system to be more child centered. The secondary school teachers perceiving autonomous and familiar type of school organizational climate have exhibited significantly higher levels of teacher effectiveness as compared to those perceiving school climate to be of closed type.
There are no significant gender differences in teacher effectiveness of secondary school teachers.

There are no significant mean differences in teacher effectiveness of rural and urban secondary school teachers.

There are significant mean differences in teacher effectiveness of secondary school teachers teaching in science, social studies and language streams.

There are no significant mean differences in teacher effectiveness of secondary school teachers varying in their teaching experience.

There is significant interaction effect of school organizational climate with gender, location and streams on teacher effectiveness of secondary school teachers.

There is significant interaction effect of gender, location and stream on teacher effectiveness of secondary school teachers.

Less effective secondary school teachers are significantly higher on disengagement and alienation dimensions of group behaviour characteristics and psychophysical hindrance and control dimensions of leadership behaviour characteristics.

More effective secondary school teachers are significantly higher on espirit and intimacy dimensions of group behaviour characteristics and production emphasis and humanized thrust dimensions of leadership behaviour characteristics.
Significant mean differences of job satisfaction between more effective and less effective groups indicate that more effective teachers have a higher level of job satisfaction as compared to less effective teachers.

The analysed data depicts that teacher effectiveness is highly and positively related to teaching attitude. It also shows that more effective secondary school teachers have significantly more healthy and favourable attitude towards teaching than less effective teachers. It can also be concluded that teaching attitude is the significant determinant of teacher effectiveness. In nutshell it may be stated that:

The main effect of school organizational climate on teacher effectiveness is dependent on gender and stream of teaching of secondary school teachers and is also location specific.

The non-significant main effects of gender, location and stream have their effect as teacher effectiveness of secondary school teachers in terms of their conjoint effect.

Thus teacher effectiveness of secondary school teachers of Punjab showing a positive relationship with school organizational climate need to be understood in terms of certain personal variables. To sum up, teacher effectiveness is characterized by positive attributes such as job satisfaction, attitude towards teaching and psychological attributes of school climate, namely espirit, intimacy, humanized thrust and production emphasis and hence climate is more important than any other factor to explain teacher effectiveness.
CONCLUSION

The Higher secondary school teachers perceiving autonomous and familiar type of school organizational climate have exhibited significantly higher levels of teacher Perceptiveness as compared to those perceiving school climates to be of closed type. There are no significant gender differences in teacher Perceptiveness of Higher secondary school teachers. There are no significant mean differences in teacher Perceptiveness of rural and urban Higher secondary school teachers. There are significant mean differences in teacher Perceptiveness of Higher secondary school teachers teaching in science, social studies and language streams.