CHAPTER V

SUMMARY, CONCLUSIONS, SUGGESTIONS
AND FOLLOW-UP STUDIES

5.1 Summary

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SUMMARY, CONCLUSIONS, SUGGESTIONS AND FOLLOW-UP STUDIES

5.1 INTRODUCTION

The kind and quality of teachers undoubtedly, to a large extent, affect the academic pursuit of the educational institutions. The problem of identification of teacher is, therefore, of prime importance. An effective teacher may be understood as one who helps development of basic skills, understanding proper work-habits, desirable attitudes, value judgement and adequate personal adjustment of the students (Ryan, 1969).

The characteristics of teacher effectiveness are directly related to the teaching competency. Teaching is perceived as a set of teaching skills, regulating a set of teaching behaviours, which may facilitate and hinder the instructional objectives. Obviously teaching competency involves effective use of these various teaching skills.

Besides teaching competency, school environment might be another vital factor affecting teacher effectiveness. Brencbuck (1956) perceived educational climate of the school into two social systems; namely, (1) Formal
social system of school and (2) Informal social system of school. The socio-educational interactions that take place between the different agents of educational objectives, whether in formal or informal social system gear up and down, the educational processes affecting ultimately thereby the educational out-puts. The nature and kind of these socio-educational interactions determine the inter-personal relations in the school system; which subsequently describe the nature and type of organizational climate observed in the informal social system of schools.

These inter-related appraisals of the educational processes reveal that teacher effectiveness has a significant relationship with teaching competency and school organizational climate.

A review of relevant literature on school organizational climate, teacher effectiveness and teaching competency present are insufficient and scattered accounts of these studies. Under Indian socio-educational conditions, school organizational climate has been studied by M.L. Sharma (1972) and a few other researchers, whereas teaching competency has been attempted by Passi (1977) and others. Similarly, teacher effectiveness has also been attempted by a few investigators. However, no study came to our notice in which all these three or any of the two educational concepts have been studied together
either as dependent or independent variables. Such a rationale constitutes significant ground for undertaking the present study. The study has been pinpointedly stated as under:

"Teacher Effectiveness, as a function of School Organizational Climate and Teaching Competency". With a view to explore this problem scientifically, the following hypotheses have been formulated.

Hypotheses:

H1 "The teachers in open climate schools would score significantly higher on the tests of teaching competency and teacher effectiveness than those employed in (i) autonomous, (ii) familiar, (iii) controlled, (iv) paternal and (v) closed organizational climates".

H2 "Urban teachers would score significantly higher on the tests of teaching competency and teacher effectiveness than those of the rural schools".

H3 "The mean scores on the tests of teaching competency and teacher effectiveness of the teachers of the government schools would be significantly lower than those run by local bodies, christian missionaries or other private managements".
"Female teachers regardless of their being employed in any of the managements and working in any kind of school organizational climate would score significantly higher than those of the male teachers employed likewise, on both the tests".

**Correlational:**

"There exists significant positive correlation between teaching competency and teacher effectiveness".

**Interactional:**

"Among the different independent variables affecting the teacher effectiveness the main effect of teaching competency would be highest, whereas, of the school organizational climate would be the second significant main effect. The other remaining independent variables would not show significant main effects. However all interactional effects would be significant".

**Sample:**

800 teachers (from Govt. schools 504, local body schools 73, private-nonchristian schools 163 and Christian schools 60) from 120 schools (Govt. schools 75, local body schools 11, private non-christian
schools 24, christian schools 10) teaching in the 9th, 10th and 11th classes of Raipur and Bilaspur districts together with 92 principals have been taken for differential, correlational and interactional studies.

Out of these 120 schools, 67 schools consisting of 471 teachers (262 male & 209 female) are from urban set up, 10 schools covering 65 teachers (55 male & 10 female) from semi-urban set up, 10 schools with 83 teachers (44 male & 39 female) from industrial areas, and 33 village secondary schools with 181 teachers (163 male & 18 female) have been selected for the study.

**Instruments**

The following instruments have been used:

<table>
<thead>
<tr>
<th>Concepts measured</th>
<th>Instruments used</th>
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<tbody>
<tr>
<td>Independent variables</td>
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<tr>
<td>(i) For diagnosing School Organizational Climate</td>
<td>School Organizational Climate Description Questionnaire (SOCDCQ) (Motilal Sharma, 1978)</td>
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<tr>
<td>(ii) Teaching Competency</td>
<td>General Teaching Competency Scale (GTCS) (J.K. Passi and K.S. Lalitha, 1979).</td>
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<tr>
<td>Dependent variable</td>
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<tr>
<td>Teacher Effectiveness</td>
<td>Teacher effectiveness Scale (TES) (Pramod Kumar and D.N. Kutha, 1982).</td>
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Procedure:

Standardized instructions and procedures given in the manuals of norms have been used for collecting data. All tests were administered under identical conditions to the best ability of the researcher.

Data Collection, Processing and Analysis:

The data were collected individually by the investigator himself. Responses obtained on various instruments were scored in accordance with the hand scoring system given in the manual of norms. The responses were then analysed and processed in accordance with the hypotheses formulated. The data were statistically treated in terms of appropriate statistics as per requirements of the hypotheses.

5.2 CONCLUSIONS:

(a) Findings on differential studies:

(1) Teachers working in open climate schools have been found better in teaching competency and teacher effectiveness than those employed in autonomous, familiar, controlled, paternal and closed climate schools.

(2) Teachers working in schools situated in industrial areas have been found better in teaching competency than the teachers working in semi-urban and rural area schools, whereas teachers of semi-urban and rural area
schools have been found better in teacher effectiveness than the teachers of industrial area. However, teachers of urban schools have been found better than the teachers of all the other areas on both the tests.

(3) No significant difference was found on the test of teaching competency as well as teacher effectiveness, between the teachers working in government schools and those working in non-government schools on a global scale. However, teachers working in schools run by local bodies, have been found better in teaching competency and teacher effectiveness, than those working in government schools, christian schools, and private non-christian schools.

(4) No significant difference was found between male teachers and female teachers on both the tests, on a global scale, though female teachers have been found moderately better in teaching competency under all types of variations, whereas they have been found moderately better in teacher effectiveness only under christian managements. In other types of variations both have been found to be equally better in teacher effectiveness.

Correlational

(5) A significant positive relationship between the scores on teacher effectiveness and teaching
competency has been found not only on the global whole scale but also on each of the organizational climates indicating thereby a positive linear relationship between teacher effectiveness and teaching competency.

**Interactional**

(6) Among the various independent variables affecting teacher effectiveness, the main effect of teaching competency has been found significantly higher than territorial variations or school organizational climate. The main effect of management types as well as sex on teacher effectiveness have not been found significant. However, the joint interaction of (territorial variation x sex) as well as (territorial variation x teaching competency x sex) have been found to have significant interactional effect on teacher effectiveness. No other interactional effect besides these has been found significantly affecting teacher effectiveness.

5.3 **SUGGESTIONS**

The primary concern of any educational institution is the effective implementation of educational policies in order to achieve the goals. For this purpose a healthy coordination between the teachers and the principal and among the teachers themselves is necessary; more over the urban-rural inadequate
differences are also to be met out, with this in view
the following suggestions are offered:

(1) Principals of the educational institutions
    should see that they maintain healthy inter-
    personal relationships with their teachers.

(2) The administrative patterns of the principals
    must observe open organizational set-ups.

(3) Orientation programmes should be conducted,
    for the principals to make them aware of the
    organizational climate patterns.

(4) Situations are to be created and promoted in
    such a way, that there is constant interaction
    between the teachers of urban and rural areas,
    through educational programmes.

(5) With a view to promote high order of teacher
    effectiveness a general educational awareness
    among the parents, pupils and other educational
    personnel be created through various educational
    programmes.

(6) Orientation programmes for the teachers of
    various territorial set-up should constitute
    the regular feature of the school system.

(7) Democratic system with open organizational
    climate and particularly behavioural system
should be rigorously practiced in all schools of different types of management systems.

5.4 FOLLOW UP STUDIES:

The following studies have been proposed to be undertaken:

(1) A study of various dimensions of school organizational climates and teacher effectiveness.

(2) A study of effect of territorial variations on teacher effectiveness.

(3) A study of effect of various components on teacher effectiveness and teaching competency.

(4) A study of effect of background data on teacher effectiveness.

(5) A study of the leadership behaviour in different types of school organizational climates.

(6) A study of effect of school organizational climate on learning process and creative abilities.