CHAPTER - I

THE PROBLEM

1.1 Introduction

1.2 Significance of the Problem

1.3 Purpose of the study

1.4 Statement of the Problem

1.5 Formulation of Hypotheses

1.6 Delimitation of the study

1.7 Conceptual framework and operational definitions
C H A P T E R - I

THE PROBLEM

1.1 INTRODUCTION

Education is one of the most powerful instruments of social change. In the Report of International Commission on Education, Faure (1975) has rightly stated that "Education has contributed to the destiny of societies in all phases of their development".

In the education system, the importance and role of the teachers, has been, emphasised by all the Committees and Commissions which have placed him as the pivot of any educational system. In the words of the Education Commission in India (1964-65) "of all the different factors which influence the quality of education and its contribution to national development the quality, competence and character of teachers are undoubtedly the most significant".

The teacher in order to be competent and effective "must have the knowledge of child development, of the material to be taught and suitable methods of teaching it, of the culture of his pupils (which may not be his own) and of some interest of his own; his skills must enable him to teach, advice and guide his pupils, community,
and culture with which he is involved; his attitudes should be positive without being aggressive, so that his example is likely to be followed as he transmits explicitly and implicitly the national aims and ideals and moral and social values". (Report of Commonwealth Conference, 1974, p. 32).

Ryan (1969) is of the opinion that 'an effective teacher is one who helps development of basic skills, understanding proper work habits, desirable attitudes, value judgement and adequate personal adjustment of the students'. This concept emphasizes on 'student output' in order to measure 'teacher effectiveness'.

Stevens (1939), Chaster (1960) measure teacher effectiveness on the criterion measure of 'success as a teacher' and the measures accordingly to them must possess four basic attributes:

(1) Relevance
(2) Reliability
(3) Freedom from bias and
(4) Practicability.

A common model for teacher effectiveness includes pressure constant, process and product variables. Among pressure variables are teachers formulative experiences like the social class, sex and age, teacher training experiences, like the college or university attended
courses offered, attitude of teachers, teaching experiences, and teacher properties which consist of measurable personality characteristics like the traits, motives, attitudes and abilities, which have often been investigated for their effect on teaching. Process criteria consist of those aspects of teacher and student behaviours which are not necessarily directly related to the primary goals of education, but their presence in the classroom is looked for because of their assumed mediating effects on product criteria. Product criteria is a goal-oriented criteria, depending on the student-gains, student-growth or student-changes; all involving measurement of change in student behaviour.

Numerous factors are contributory in determining teacher effectiveness, environment where the teacher is placed is most potential factor. Bloom (1968) characterises environment as a powerful source for providing a network of forces and factors which surround, engulf, and play on the individual. He further analysed "although some individuals may resist this network it will only be the extremes and rare individuals who can completely avoid or escape from these forces". In this way he concludes "The environment is a shaping and re-enforcing force which acts on the individual".

Maladjustment with the environment results in psychological stress. An individual's psychological
affects on a function of interaction with the existing complexities of environments and technological sophistication can be best understood by considering him as a member of an organization. Schein (1975) has rightly pointed out that "Managers of organizations, whether they be of business or schools, must be aware not only of the complexities of human motivation but of the dynamic process which occur as person enters into and pursues a career with an organization. The work output of a member of an organization is a relative consequence of an interaction of numerous factors; organizational personality, interpersonal relationship etc. Numerous interacting variables help in structuring, and restructuring his cognitive ingredients and attitudes, motivation and morale which ultimately influence his performance. The position he holds in the organization, the role he plays, the rights he claims, the responsibility he discharges are all meaningful so long as he is functional member of the organization and therefore the psychological contract between the organization and the employee is an important variable affecting work performance.

In view of the fact that 'high quality performance' from both, managers and employees, has become the order of the day in all kinds of organizations whether, business, industry or education or other private and public sectors, psychological contract as a crucial
variable of effectiveness in organization and production has become indicative of utilitarian-normative trend. Findings of Hawthorne studies (1927-45) indicate that active participation in group-goals and cohesive human relations within the organizational structure accompanied with human considerations on the part of the management bring about surprising change in the work performance. As a consequence, the new trend recognizes that members are increasingly expected to like their work, to become personally committed to organizational goals and become creative in the service of these goals, while in exchange they are given more influence in decision making, thereby reducing the authority management (Schein, 1973). Latest trends reveal that participative management and T-management have been invariably employed as management development techniques for optimising production and human relations in industrial organizations. Perhaps, these approaches in management development may also prove worthwhile in educational institutions also demand largely effect the school organizational climate. Once a normative base for a psychological contract has broken down, it indicates that the parties to it no longer share common values and goals. Under such conditions a break down in communication occurs and a failure of mutual understanding and increasing frustration leading to various kinds of emotional responses on the parts of both appear (Schein, 1970).
Thus, the dynamic process of psychological contract (Levinson, 1963; Gouldner, 1961; Homans, 1961) depends to a large extent on two conditions -

(1) The degree to which his own expectations of what the organization will provide him, and what the organizations' expectations are of what it will give and get.

(2) Assuring that there is an agreement on expectations, what actually is to be exchanged, money in exchange for time at work, social need satisfaction and security in exchange for work and loyalty, opportunities for self-actualization and challenging work - in exchange for high productivity, quality work and creative effort in the service of organizational goals, or various combinations of these and other things (Schein, 1973).

In view of the fact that environmental complexities, whether physical, cultural or technological of any organization of which employees as functional members engaged in work out put are more or less similar, the findings derived from experimentations, experiences and empirical studies, from industrial organizations are applicable to a large extent to educational organizations of which members of management, teachers, pupils, parents and administrators are potential components of teaching learning and evaluation process, and ultimately of the educational goals.
The various educational paraphernalia of a country is governed and geared up by the political philosophy which emerges from the constitutional rights. Thus, educational philosophy in a nation is regulated by its political philosophy. The social values are therefore to be reflected through the educational course content.

The environment of educational organization in any country is reviewed into two social systems (Brembuck, 1956): 1. The formal social system and 2. The informal social system.

1. *Formal social system of school:*

   The formal social system of any organization is directly related to the socio-cultural heritage of any country. This formal social system is mainly the same all over the country. Hence its effects also, in general, do not differ vividly, whereas the informal social systems consisting of interpersonal interactions differ significantly (Brembuck, 1956).

2. *Informal social system of school:*

   The informal social system of school arises out of the interactions, inter-personal behaviour patterns, the conflicting demands, which the personnel in the school environment face in their day-to-day dealing. In short the informal social system of school encompasses the informal relationships, which are not prescribed by the formal structure of the organization.
Organizational Climate of School:

On the strength of the informal social system characterized by the interpersonal relationships of the teachers and principal in a formal educational structure, Halpin and Croft (1963) have determined six types of 'school organizational climates'. They found these six types of organizational climates by conducting research in 71 schools. The six climates arise from the human interaction among teachers and principals in these schools, and are identified as: 1. Open; 2. Autonomous; 3. Controlled; 4. Familiar; 5. Paternal and 6. Closed.

Halpin and Croft (1963) have demonstrated how sharply the formal and informal social systems of schools can be different. They conducted research in such 71 schools which, all shared similar formal structures and hierarchies. Formal administrative patterns, in those schools, though not the same, were similar. Yet the informal social systems of the schools were much different. At one extreme the informal climate of the school was "open" realizing the creative energies of all persons in the schools, at the other extreme the informal climate was "closed", creativity was frozen out, and esprit among the teachers and between principal and teachers was non-existent. The difference lay in the informal personal relations which principal and teachers developed among themselves.
In order to determine the climates of the schools, organizational climate Description Questionnaire (OCDQ) was developed by Halpin and Crofts at item level (64 modified items), it was replicated by Sharma (1978) so that it may be useful under Indian circumstances.

The informal social system of the schools i.e. the school organizational climate, which in more precise terms means, the inter-personal behaviours and interactions between the principal and teachers, and teachers and teachers, directly count for 'teacher effectiveness' and 'teaching competency'.

As teaching constitutes one of the major task of the teacher, competency over this task of teaching is the essence of a successful educational system. There are different definitions of 'teaching' based on different kinds of situations, such as form of Government, form of society and social philosophy.

It is difficult to define the term teaching, as teaching involves a series of acts based on the model of behaviours appropriate to different kinds of situations and conditions such as form of Government, form of society and social philosophy etc. Thus teaching involves several behavioural dimensions, namely -

1. Authoritarian
2. Democratic and
3. Laissez faire.
In authoritarian model of behaviour teaching is perceived as an intimate contact between a more mature personality in teacher and a less mature personality i.e. student, which is designed to further the education of the later (Morrison, 1934). The authoritarian teaching confines to memory level restricts the development attitude and value of the students. There is no scope of criticism in this type of teaching. This teaching behaviour is "task-centered" and is influenced by authoritarian personality of the teacher. Teaching in the democratic form of government is based on "Human relationships theory of organization which "relationship centred". Amidon (1967) has defined the term teaching in view of democratic model of behaviour "Teaching is an interactive process, primarily involving class-room task which takes place between teachers and pupils and occurs during definable activities". Flander (1960), Gage (1962) have also defined teaching as interactive process". Interaction means participation of both teacher and students. Gage (1962) gave more emphasis on the 'inter-personal relationship between teacher and students'. In this type of teaching teacher plays role of democratic group leader. Teaching behaviour in laissees faire government is based on 'Modern Theory of Organization'. Task and relationship centres. It is developed on non-interference approach in teaching learning process. It has the assumption that organization
members are decision makers and problem solvers and that perception and processes are central to the planation of behaviour of organization. Brubeacher has defined the term teaching according to the laissez faire model of behaviour. "Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will seek to overcome and from which he will learn in the course of doing so. It is an activity centred teaching process in which the participation of the pupils are maximised because of non-interfering approach.

In the light of the above discussion, teaching can be best defined in terms of forms of Govt. Teaching process has been viewed as a series facilities (Brown, 1975; Gage, 1972). This analytical approach to perceive teaching has given a basis for innovation, like micro-teaching (Allen and Ryan, 1969). The term 'competency' refers to the criteria that determine teacher effectiveness, although the reviews of research on teacher effectiveness (Ebel, 1969) point out the futility of efforts in identifying teacher effectiveness criteria. The recent upsurge in research provides cautious optimism (Rosenshine, 1971). It can now be stated with fairly high confidence that pupil outcomes, like pupil achievement, student liking may be taken as the criteria of teacher effectiveness (Flanders and Simon, 1969). But the term 'teaching competency' as defined by various
authors includes more than mere teacher effects or pupil out comes. It also includes knowledge, attitudes, skill and other teacher characteristics (Haskew, 1956; Wilson, 1963). Midley and Milzel, 1963 and Middly, 1966 perceive teaching competence as teacher behaviour that produce intended effects. Rama (1979) defines teaching competency as the ability of a teacher manifested through a set of overt teacher class room behaviours which is a resultant of the interaction between the presage and the product variables of teaching within a social setting. This lack of consensus of term 'teaching-competency' highlights the difficulty of its measurement. If measurement of teaching competency is to be valid, objective and reliable one has to delimit to such variables as can be subjected to scientific study. Passi (1979) conceptualizes that teaching process is determined by knowledge, a set of activities, attitudes and skills which he denotes as presage variables and which in turn determine pupil out comes. Thus, Passi (1979) has operationally defined teaching as a set of observable teacher behaviours which facilitate pupil learning. In the light of this definition of teaching, teaching competency has been defined as an effective performance of all the observable teacher behaviours that bring about desired pupil out comes (Passi, 1979). Based on the micro-criteria approach to study teaching (Gage, 1963) teaching is perceived as a set of teaching skills, where in a teaching skill is a set
of teaching behaviours, that facilitate or bring about a specific instructional objective. In other words teaching competence involves effective use of these various teaching skills.

The presentation and discussion of the conceptual framework of teacher effectiveness, organizational climate and teaching competency, bring home the significance of organizational climate in teaching-learning process. From this it is inferred that the inter-personal informal social system interacting between the principal and the teachers largely determine the nature and kind of educational processes and instructional practice. It is, therefore, in the fitness of things to determine and evaluate the interacting effect of various types of school organizational climates over teaching competency and teacher effectiveness. However, the present work aims at studying the teacher effectiveness as a function of school organizational climate and teaching competency.

1.2 SIGNIFICANCE OF THE PROBLEM

1.21 NEED AND IMPORTANCE:

Education in any society does not depend so much on any other as on the teacher. No other factor in the educational process in relation with effective teaching is an important as the selection and recruitment of effective teaching personnel and the selection and
maintenance of their teaching effectiveness during their
service as a teacher.

Numerous factors contribute to teacher effectiveness. The psychological environment of the institution
where he is placed is perhaps the most important determin­
ing factor. Teachers position in an organizational
hierarchy plays crucial role in promoting morale and
motivation in teaching process, besides the harmonious
relationship between the management and the teachers,
including principal as a key person of the management.

The psycho-sentimental relationship among
teachers themselves also counts much. Thus in an
effective teaching-learning process, the human relations
that exist between the principal as the transmitter and
implementor of policies and programmes, designed by the
management on the one hand and the teachers as agents
of teaching process on the other play crucial role in
maintaining and regulating school organizational climate.
The teaching competency primarily affects the teacher
effectiveness, whereas it is affected by school organi­
zational environment also.

In the light of this discussion, it is evident,
that the effectiveness of the teachers could be studied
in the context of school organizational climate and
teaching competency. The study, constitutes a very
important significant and relevant problem upon which the entire learning outcome and educational productivity rest. The problem, thus, has the higher order of social significance and great national relevance in bringing about significant behavioural modifications among the creator of knowledge and the transmitter of learning-experiences i.e. the teacher, to the richest resources of the nation in the making, that is the children, who are the future citizen of India, upon whom the destiny of the country depends.

1.22 PURPOSE OF THE STUDY

The unhealthy psycho-sociological climate in educational organizations specifically the unhealthy interpersonal relationships between principal and teachers and among teachers themselves, present numerous problems thereby reducing the quality of teaching and also disintegrating the personality of the teacher, and deteriorating his effectiveness. The purpose of the study, therefore, is to unfold the causal factors responsible for the creation of unhealthy psycho-social school organizational climate, affecting teacher effectiveness as well as teaching competency.

Since school organizational climate and teaching competency are significant variables which largely determine the behavioural outcomes and teacher effectiveness in any educational organization, the following problems
have been included in the present study. They have been presented as under:

1. Whether there exists any relationship between school organizational climate and teacher effectiveness? If so, to what extent and in which direction?

2. Whether there exists any relationship between teaching competency and teacher effectiveness?

3. Whether there exists any relationship between teaching competency and school organizational climate?

4. Whether the teacher effectiveness operates as a function of school organizational climate and teaching competency? And if so, to what extent?

5. Whether background data and such other independent variables display any kind of differential attributes on the part of teaching personnel, classified and categorized under different categories.

1.23 Scope:

The present study aims at examining the teacher effectiveness under different school organizational climates, further it also aims at finding out whether the teaching competency has any relevance with the teacher effectiveness. The findings of this study, therefore, would open new vistas of knowledge, which may actualize
us to give a fresh thinking to our existing educational processes and to review in the light of forthcoming social norms and values and educational needs and demands. Thus, the present study would not only be diagnostic and correlational, but would be also preventive and promotive in nature. The findings of this study may serve as useful diagnostic measures for improving the school environment and teaching competency thereby promoting teacher effectiveness, and raising standard of education. This study would help in maintaining healthy relationships with the principal and teachers and among teachers themselves, by promoting harmonious interpersonal interaction and mutual understanding.

1.3 STATEMENT OF THE PROBLEM:

On the strength of the inferences drawn from the review of relevant literature and looking to the social significance and national relevance of the present study, the problem has been conceptualized and could be pinpointedly presented as under:

"To study teacher effectiveness as a function of school organizational climate and teaching competency".

1.4 OBJECTIVES

The following objectives have been designed for the present study:
(i) To study the effect of school organizational climate on teacher effectiveness.

(ii) To study the effect of teaching competency on teacher effectiveness.

(iii) To study the effect of school organizational climate on teaching competency.

1.5 FORMULATION OF HYPOTHESES:

Besides background data school organizational climate and teaching competency have been taken in this study as independent variables whereas teacher effectiveness has been considered as dependent variable.

The following hypotheses have been formulated keeping in view these considerations which have been systematically classified into differential, correlational and interactional hypotheses.

1. Differential hypotheses:

$H_{D-1}$ "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) paternal (iv) controlled and (v) closed climates".

$H_{D-2}$ "Urban teachers would score significantly higher on the tests of teaching competency and teacher effectiveness than those of the rural schools".
**H_D-3** "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 employed either in local body schools or in private schools run by christian missionaries or other private managements".

**H_D-4** "The 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 like-wise".

**Correlational Hypothesis**:

**H_C-1** There exists significant positive correlation between teaching competency and teacher effectiveness.

**Interactional Analysis**:

In the present study so far as interactional treatments are concerned, the teacher effectiveness functions as dependent variable whereas the six types of school organizational climate and two types of teaching competency i.e. high and low in addition to sex, two, territorial variation, four, and management variation, three, have been taken as independent variables. The following interactional hypothesis have been formulated -
Among the different independent variables affecting the teacher effectiveness the main effect of teaching competency would be the highest and the school organizational climate the second significant main effect. The other remaining independent variables would not show significant main effects. However, all interactional effects would be significant.

1.6 DELIMITATIONS OF THE STUDY:

This study has been delimited by the following considerations:

(i) The study has been conducted only on teachers teaching in the 9th, 10th & 11th classes of the higher secondary schools.

(ii) The sample of teaching personnel has been drawn from the higher secondary schools of Raipur and Bilaspur districts only.

Informal interpersonal social climate as defined by Prof. Von B. Crofts and replicated by Motilal Sharma under Indian conditions has been included in the present study.

In the present study besides school organizational climate and some background variables teacher effectiveness and teaching competency have been included. Teacher effectiveness functions as dependent variable
whereas school organizational climate, teaching competency and background data have been treated as independent variables. No other dependent or independent variables has been included.

1.7 CONCEPTUAL FRAMEWORK AND OPERATIONAL DEFINITIONS:

The present study is centred around teacher-effectiveness as dependent variable and school organizational climate and teaching competency as independent variables.

1.7.1 CONCEPTUAL FRAMEWORK:

1.7.1.1 (a) Teacher effectiveness as dependent variable;

Concept: Numerous synonyms have often been used for evaluating the behavioural outcomes of teachers. Some of them which are oftenly used are 'teacher competence', 'teacher effectiveness', 'teacher performance', 'teaching proficiency', 'teaching efficiency'. These phrases though appearing synonymous are not exactly so. Some phrases indicate person-oriented behavioural change, other process-oriented and still other product-oriented. 'Teacher-competence', 'teacher-effectiveness', 'teacher-performance', 'teacher-efficiency' are the person-oriented behavioural change in teaching; whereas 'teaching-effectiveness', 'teaching efficiency' are the process-oriented behavioural outcomes. As a matter of fact, 'competence' whether annexed with 'teacher' or 'teaching'
is a conduct-oriented one. 'Effectiveness' as such is 'out-come' or 'product' or 'goal-oriented' behavioural change.

In the dictionary 'efficiency' has a connotation of 'the state or quality of being efficient; competency in performance, accomplishment or ability to accomplish a job with a minimum expenditure of time and effort' whereas 'of being efficient' refers to 'performing or functioning in the best possible and least wasteful manner, having and using requisite knowledge, skill and industry, competent, capable and economical in use, whereas 'effectiveness' refers to 'adequacy to accomplish a purpose producing the intended or expected results, out-come, issue-effect, consequence, results that refer to something produced by an action or cause'.

Chaster W. Harris (1960) proposed classification of 'teacher effectiveness' on the following grounds:

(1) **Product criteria**,  
(II) **Process criteria**,  
(iii) **Presage criteria**.

(1) **Product criteria**:  
Product-criteria depend for their definition upon a set of goals towards which teaching is directed. These goals are most economically stated in terms of change in behaviour on the part of students. Effects
on the part of students are also termed as student-gains, student-growth or student-changes; but they all involve measurement of change in student-behaviour.

(ii) **Process criteria:**

Process-criteria consists of those aspects of teacher and student behaviours, which are not necessarily directly related to the primary goals of education, but their presence in the class-room is looked for because of their assumed mediating effects on product-criteria.

Process-criteria are most often described and measured in the class-room in terms of conditions, climate or typical situations involving the social interactions of students and teacher. One type of process-criteria is obtained from observations of teachers' behaviour, another from students' behaviour.

Various studies have been done in classifying teachers verbal behaviour in the class-room along a student-centred to teacher-centred continuum (Withhall, 1949) in developing process-criteria technique (Flander, 1954) and also in developing models for 'process-criterion of socio-emotional climate (Flander, 1960).

Whereas product criteria is only goal-oriented, depending on 'the change in behaviour of students' process criteria is mainly concerned with the behaviour
patterns of the teachers and students both; in the interactional process of class-room.

(iii) Presage criteria:

Presage-criteria have their origin in gussed predictions, and hence are completely removed from the goals of education, on the logical standpoint. Precedent, force their consideration as criteria, since bulk of the research on teacher competence has employed dependent variables which fit into this category. In a sense they are pseudo-criteria, for their relevance depends upon an assumed or conjectural relationship to other criteria either process or product. Characteristically presage-criteria lack chronological proximity to the inter-play of behaviour in the class-room.

Teacher Effectiveness Models:

Numerous models have been developed with a view to enhance the meaningfulness and explain the relative effectiveness of the independent and intervening variables interacting with the learning experiences in the classroom teaching-learning situations. Some of the significant models have been discussed here, as under:

Domon and Tideman (1950) derived the criteria of teacher effectiveness from the 1000 items annotated bibliography and presented three main categories:
(i) Between (a) In-service and (b) In-training teachers;

(ii) Between criteria based on - (a) pupil achievement, (b) judgement by - administrators, teachers themselves, fellow-teachers, student-teachers, pupils or lay persons, and (c) performance on tests of teaching ability.

(iii) Between pupil achievement criteria - (a) objectively observed and (b) those subjectively evaluated by administrators or teachers.

Dumas and Tideman (1950) have further analysed these criteria on the 'ultimacy' and 'career levels' continua.

The committee on the Criteria of Teacher Effectiveness (American Educational Research Association AERA, 1952) presented the hierarchy of criteria according to 'ultimacy', whereas in its second report AERA (1953) identified four career levels of criteria:

(i) The ultimate criteria,

(ii) Inservice predictors,

(iii) Intraining predictors, and

(iv) Pre-training predictors,

and organized them in hierarchical levels.

Kutzel (1957) pointing out the shortcomings regarding the predictors and criteria incorporated in
the paradigm of teacher effectiveness submitted that
"... during the past 50 years it has been characteristic
of the research on teacher effectiveness to jump directly
from predictor variables". He (1957) therefore presenting
a 'generalized scheme' for research in teacher-effectiveness
included four types of variables, viz:

(i) Type I : Predictor sources,
(ii) Type II : Contingency factors,
(iii) Type III : Classroom behaviour and
(iv) Type IV : Criteria of effectiveness (Intermediate
    educational goals)

In such scheme, teacher variables (Type I) and pupil
variables (Type II) are direct determinates of teacher
behaviour and pupil behaviour respectively. It is through
the intercession of his type III variables that Mitzel
visualized some hope of improvement in teacher effective­
ness, subsequently Midley and Mitzel (1959) formulated
the operational measures of type III variables.

Micro criteria of effectiveness (Gage, 1967) is
one of the solutions to enhance objectivity and specificity
in the 'criterion of effectiveness'. One may have better
success with criteria of effectiveness in small specifi­
cally defined aspects of the role.

Ahamad and Nutha (1982) developed a 'Teacher
Effectiveness Scale' (TES) having 69 items, belonging
to the following teaching categories (i) Information
source (ii) Motivator (iii) Disciplinarian (iv) Advisor
and Guide (v) Relationship with pupils, fellow-teachers, principals and parents (vi) Teaching skill, (vii) Co-curricular activities (viii) Professional knowledge (ix) General appearance and habits in relation to classroom (x) Classroom management and (xi) Personality characteristics. This likert type scale has been developed by them in order to provide a handy instrument for identifying effective/ineffective teachers both for applied and research objectives. This scale has been used for measuring teacher effectiveness, in the present study.

(b) Operational Definitions of Teacher Effectiveness:

For the purpose of present study teacher effectiveness has been operationally defined only as the total score obtained by a teacher on a measure of 'Teacher Effectiveness Scale' (TES) developed by Kumar and Kutha (1982). Since the researcher is concerned with the global teacher effectiveness, the total score obtained on the Teacher Effectiveness Scale would be an index of his global teacher effectiveness.

1.112 A. SCHOOL ORGANIZATIONAL CLIMATE AS INDEPENDENT VARIABLE:

(a) Concept: Bloom (1968) characterizes environment as follows "we regard an environment as providing a network of forces and factors which surround, engulf and
play on the individual. Although, some individuals may resist this net work, it will only be the extremes and rare individuals who can completely avoid or escape from these forces. The environment is a shaping and reinforcing force which acts on the individual.

Bayley (1957), Pace (1970), Stern (1970) also view environment as a powerful determinant of behaviour. Sharma, Buch and Rai (1971) found that schools differ in terms of their climates. Sharma (1975) studied relationship of school climate with school effectiveness and teacher effectiveness along with other variables. Sharma (1973) conducted replication study on the organizatonal Description Questionnaire (OCDC) (Holpin and Crofts, 1963) along the line of its originators and found new dimensions of climate and developed model profiles for Indian schools. School organizational climate description questionnaire (SCDC) a replicated study by Sharma is a tool which can be used for diagnosing the school environment.

Definitions of Dimensions (Sub-tests) for Diagnosing School Organizational Climate:

(1) Group Behaviour Characteristics:

1. Disengagement: It refers to the teachers' tendency to be 'not with it'. This dimension describes a group which is "going through" the motions, a group that is
"not in gear" with respect to the task at hand. It corresponds to the more general concept of anomie as first described by Durkheim. In short, this sub-test focuses upon the teachers' behaviour in a task oriented situation (Halpin, 1969, p. 150).

2. Alienation: It refers to the behaviour patterns among the group (teachers) including the leader (the principal), which are characterized as highly formal and impersonal. It reveals the degree to which the principal 'goes by the book' and adheres to policies rather than dealing with the teachers in an informal face to face situation. It also indicates the emotional distance between the group and the leader, and at the same time among the group members (Sharma, 1973, p. 199).

3. Explicit: It refers to morale. The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job (Halpin, 1969, p. 151).

4. Intimacy: It refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction which is not necessarily associated with task-accomplishment (Halpin, 1969, p. 151).

(II) Leader behaviour characteristics:

5. Psycho-physical hindrance: It refers to the feeling among the group members that the principal burdens them
with routine duties, management demands and other administrative requirements which they consider as unnecessary. At the same time they perceive the principal as highly dictatorial in his behaviour. He is not adjusted to feedback from that staff, his style of communication tends to be undimensional (Sharma, 1973, p. 204).

6. Controls: It refers to the degree to which the principals behaviour can be characterized as bureaucratic and impersonal in nature although task-oriented in behaviour, the extent to which he tries to raise the degree of effectiveness and efficiency by helping the group work towards the common goal by providing adequate operational guidance and secretarial services (Sharma, 1973, p. 205).

7. Production emphasis: It refers to behaviour by the principal which is characterized by close supervision of the staff. He is highly directive and plays the role of a 'straw boss'. His communication tends to go in only one direction; and he is not sensitive to feedback from staff (Halpin, 1969, p. 151).

6. Humanized thrust: It refers to the behaviour of principal which is marked by his attempts to motivate the teachers through personal example. He does not ask the teachers to give themselves any more than they willingly give of themselves. The behaviour of the Principal, though unmistakably task-oriented, is at the
same time characterized by an inclination to treat the teachers humanly and tender-heartedly. He attempts to do something extra for them in humanistic terms, and consequently his behaviour is viewed favourably by the teachers (Sharma, 1973, p. 209).

(b) **Operational definition of school organizational climate:**

'Organizational climate is the interaction that takes place between members of the organization where they fulfil their prescribed roles while satisfying their individual needs'.

Specified to 'school' - 'School organizational climate is the resulting condition, within the school, of social interaction among the teachers and between the teachers and the principal'.

Sharma (1973) using both R-Technique and O-Technique identified six types of school organizational climates. One more significant difference between Sharma (1973) and Halpin and Crofts (1963) which may be noted is that first has reported 'familiar climate' as belonging to open type climate group and 'controlled climate' as belonging to closed type of climate, whereas Halpin and Crofts reported just other way round. The replicated study of Sharma (1973) under Indian circumstances, for Indian schools, has been used for the present research, accordingly the definitions of the six climates, are given as under:
Definitions of Climates:

1. **Open Climate**: It refers to an environment in which teachers obtain social needs satisfaction as well as job satisfaction and enjoy a sense of accomplishment in their job. They perceive their principal (leader) as highly considerate and democratic in behaviour and hence the group members as well as the principal feel "all of a piece". So the group enjoy a high degree of integration and authenticity of behaviour (Sharma, 1973, p. 252).

2. **Autonomous Climate**: It refers to an environment in which the teachers enjoy a friendly relationship and a high degree of group morale. They satisfy their social needs to a great extent moderate and enjoy a degree of job-accomplishment. Absence of active leadership mixed with average controls on the part of the principal is perceived as an element of psychophysical hindrance (Sharma 1973, p. 254-55).

3. **Familiar Climate**: It is characterized by the conspicuously friendly behaviour of both the principal and the teachers. The teachers have established personal friendship among themselves, and socially at least, every one is a part of a large happy family. Social needs satisfaction is extremely high. The principal exercises leadership in an indirect manner and tries to keep production satisfactory. His behaviour is job oriented but does not hinder the social needs satisfaction on the part of the teachers (Sharma, 1973, p. 256-57).
4. **Controlled Climate**: It refers to an environment which can be characterized as highly task-oriented at the cost of social need satisfaction of the members (teachers). Leadership acts stern from only one side, and in a dictatorial manner. Group involvement is never encouraged. The human aspect of the individual is neglected and communication is always one sided. Teachers get little job satisfaction out of task accomplishment (Sharma, 1973, p. 261).

5. **Paternal Climate**: It refers to a situation in which there is very little scope for the members to satisfy their social needs and derive job satisfaction. The faculty have to work in the way the principal wants but at the same time the principal as a paternal guardian of the school family, does not ignore the individual interest, and hence his behaviour is perceived as highly considerate (Sharma, 1973, p. 264).

6. **Closed Climate**: It is characterized by a high degree of apathy on the part of all members of the organization. The organization is not moving. This climate lacks authenticity of behaviour. The principal constrains the emergence of leadership acts from the group. The group members secure neither social needs satisfaction nor job satisfaction stemming from task-accomplishment (Sharma, 1973, p. 266).
B. TEACHING COMPETENCY AS INDEPENDENT VARIABLE:

(a) Concept: Teaching is a process, having three variables: namely, (i) independent variable is teacher; (ii) dependent variable is student; and (iii) intervening variables are the content and strategy of presentation.

Function of Teaching Variables:

These teaching variables play important role in the teaching process. The independent and dependent teaching variables perform three major functions ——

(1) Diagnosis (2) Prescription and (3) Evaluation.

(1) Diagnostic function: The teacher is more active in the diagnostic function. As he has to diagnose the entering behaviours of the learners and structure of the content for writing teaching objectives in behavioural terms. This function helps the teachers to take the decision about the following aspects of teaching:

(a) Entering behaviours of people; (b) analysing teaching problems (c) Individual variation and (d) content analysis in view of learning condition.

The teacher uses two approaches in the diagnostic function — (a) A diagnostic test is administered for the entering behaviours of the pupils (b) The content is analysed into elements and they are arranged logically in a sequence. The student diagnoses on the basis of
his perception for his activities and responses. In the process of interaction teacher and student both diagnose for initiation and response.

2. **Prescriptive function**: The teaching learning objectives can be achieved by the appropriate interpersonal relationship between the teacher and the student. The teacher takes decision about teaching strategies and tactics.

The main objective of the function is to bring desirable change in learner's behaviour. Therefore, techniques of reinforcement are used for the purpose. The individual differences among the students, count much, while selecting teaching techniques, and feed back devices. The teacher attempts to organize the intervening variables in such a way, that the learning objectives may be achieved. It has two main elements - (a) Teaching skills are taken into practice (b) The feedback devices are used appropriately.

The teacher performs more prescriptive functions in the presentation of the content while the student is less active. The student helps the teacher in demonstration.

3. **Evaluation function**: The objective of evaluation function is to examine the effectiveness of prescriptive function. The criterion of evaluation is the 'realization of objectives'. Evaluation function has
two main activities - (i) Construction of criteria test and (ii) Evaluation of change in behaviour.

In the evaluation function the student is more active. He has to diagnose the items on the basis of his achievement, abilities and skills. He attempts to check on the basis of his responses.

Anatomy of Teaching: Teaching involves three types of activities:

(a) Sign and symbols in teaching
(b) Teaching as a linguistic process
(c) Logic of teaching

(a) Sign and symbols in teaching:

Teacher uses sign and symbols at all the three stages i.e. diagnosis, prescriptive and evaluation. In the first stage students begin to understand these signs and symbols, and then in the second and third stage they also use them in communication and explaining the teaching concepts. The use of sign and symbols in teaching make it more economical and easy.

(b) Teaching as linguistic process:

Teaching is not possible without the use of language. Teacher uses language in (a) explaining the concepts and ideas (b) describing the facts and events (c) motivating the students (d) class room verbal interactions. Student teacher interaction is only possible through the use of language.
(c) **Logic of teaching:** Teaching process involves both language and logic. Logic is more useful for good teaching. Teacher organizes the elements of content logically, so that positive transfer of learning may be encouraged. Logic is used in all three functions.

The criterion test items are arranged logically. The planning, organization, leading and controlling of teaching are developed with the help of logical thinking of the teacher.

**Difficulties In Formulating One Teaching Theory:**

(1) Teaching may be analysed in minimum for ways depending upon - (a) types of teacher activity (b) educational objectives (c) various learning theories and (d) components of learning processes in various learning theories. The components are four -

(i) **Drive** - The student must want something

(ii) **Cue** - the student must notice something

(iii) **Response** - the student must do something and finally (iv) **Reward** - the student must get something.

(2) Teaching is not a fundamental concept; it is based on the form of government. If there is a change in the form of government teaching must change.

(3) There is a great variation in subjects' content - e.g., language, social sciences, mathematics, etc. The nature of subject-content varies from arts to science.
Hence one teaching theory cannot explain the nature of teaching.

(4) There are various stages of child development and growth. The every stage of child development has unique characteristics (drive, cue, response and reward). Hence one theory of teaching cannot deal with all levels of child development.

(5) Teaching theory can be based on theories of learning. Most of learning theories are based on the experimental observations of lower species (rats, cats, pigeons and dogs). The human learning is difficult from animal learning. Therefore, these theories cannot be the sound basis for explaining human learning.

(6) Teaching theory may be based on communication and information theory. The form and mode of communication varies from nation to nation and society to society.

Characteristics Of Good Teaching:

A good teaching is one of the important criterion of an effective teacher. An effective teacher, as stated earlier, has three types of characteristics - (a) Product (b) Process and (c) Presage. Teaching_competency is considered_the_process_factor. The characteristics of good teaching can be enumerated with reference to social structure and form of the government.
Good teaching in a totalitarian state would be done by people whose personal interaction would influence learners towards valuing the goals of the State - what is good for the State is good for the individual.

Good teaching in a democratic state would be done by people who arrange for a rigorous market place of freely announced ideas which force all learners constantly to adjust and assimilate their own values, structures, thought patterns and total configuration of what they know.

Good Teaching Of Democratic Model:

The following are the characteristics of good teaching of democratic model:

(1) Good teaching requires appropriate responsiveness to the data the child and group are placing in the situation. The child's activities can be rewarded properly.

(2) Good teaching requires a reduction in the controlling functions exercised continuously by the teacher. Teacher behaviour should be indirect. Flanders (1960) found in his study the indirectness in teacher who goes along with greater achievement on the part of their pupils.
(3) Good teaching requires that the class-room be well managed so that the business of learning may receive full attention. Teachers perform the function of controlling with clarity and with consistency.

(4) Good teaching requires that the human environment be accepting of each individual, that in some way it tells them that he is important. It suggests a personal rapport between teachers and students.

(5) Good teaching maintains the interpersonal relationships, supportive within the class-room. Out of this a shared problem solving attitude develops.

(6) Good teaching requires the teacher, be a well educated, mature person, who has the insight and energy for this demanding job. It requires the responsive human environment that fosters exploration and initiative.

TEACHING COMPETENCY:

As teaching constitutes one of the major tasks of a teacher, competency over this task of teaching is the essence of a successful educational system. There has been no consensus regarding the meanings of the terms 'teaching' and 'competency' and hence 'teaching competency' itself, however, if measurement of 'teaching competency' has to be valid, objective and reliable one has to delimit to such variables that can be subjected
to scientific study (Passi, 1979). Teaching can be perceived as a set of teaching skills, where as teaching skill is again perceived on teaching behaviour (Gage, 1963). Based on this micro-criteria approach to study 'teaching', Passi and Lalitha (1979) have perceived 'teaching competence' as: a process which involves effective use of the various teaching skills. On this basis they have developed a General Teaching Competency Scale (GTCS) (a class-room observation schedule). This scale has been widely used by researchers as well as in the national projects undertaken by the National Council of Educational Research and Training (Das, Passi and Singh, 1975, '77), for measuring teaching competency.

(b) Operational Definitions of Teaching Competency:

Teaching competency as defined by Passi and Lalitha (1979) has been used for the purpose of present study. It is perceived as a process which involves effective use of various teaching skills. In turn these various teaching skills are classified as -

(i) Planning (ii) Presentation (iii) Closing (iv) Evaluation and (v) Managerial skills of the teacher in class room.

Planning skills include objectives of the lesson, content selection, content organization, selection of audio-visual materials. Presentation
skills include - introducing the lesson, fluency of questions, use of probing questions, explaining, illustrating with examples, stimulus variation, use of silence and non-verbal cues, increasing pupil participation, making use of black board. Closing skills include - achieving closure, giving assignment. Evaluation skills include - classroom evaluation, diagnosis of pupil difficulties. Managerial skills include - recognizing attending behaviour and maintaining classroom discipline.

The next chapter presents a systematic review of the relevant literature in Teacher Effectiveness with special reference to School Organizational Climate and Teaching Competency.