CHAPTER - V
FINDINGS, CONCLUSION, IMPLICATIONS AND SUGGESTIONS

Findings are based on the analysis and interpretation of results. Keeping in view the major findings, conclusions and educational implications of the study have been drawn out. Some suggestions have also been laid down for further research in the area related to the present investigation. So this chapter is devoted to major findings, conclusion, implications of the study and suggestions for further research.

5.1 FINDINGS

5.1.1 Findings related to Organisational Climate and Instructional Management Behaviour

(i) There was a significant difference in the organisational climates of residential and non residential school. Organisational climate of residential school was found to be better than non residential schools.

(ii) There was a significant difference in the levels of disengagement and alienation in residential and non residential schools. More disengaged and alienation were found in organizational climate of non residential schools.

(iii) There was no significant difference in esprit and intimacy levels in organisational climates of residential and non residential school.

(iv) There was a significant difference in psycho-physical hindrance, physical hindrance, controls, production emphasis and humanized thrust in organisational climates of residential and non residential schools. Level of these four aspects was found to be more in organisational climates of residential schools.

(v) There was a significant difference in principals instructional management behaviour of residential and non residential schools. Instructional management behaviour was found to be better in residential school.
(vi) A significant difference was found in framing of school goals, communicating of school goals and supervision and evaluation of instruction in residential and non residential schools. All these five aspects were found to be better placed in instructional management behaviour of principal of residential schools.

(vii) No significant difference was found in the aspects coordinating the curriculum, monitoring of students progress, maintaining high visibility, protecting of instructional time and promoting of professional development in instructional management behaviour of principals of residential and non residential schools.

5.1.2 Findings related to Teaching Effectiveness & Organisational Climate

(i) There was a significant difference in teaching effectiveness of teachers working in most effective organisational climate and least effective organisational climate of residential schools. Better teaching effectiveness was found in teachers of most effective organisational climate of residential schools.

(ii) All the seven sub aspects of teaching effectiveness i.e. review of home assignments, introduction of lesson, development of lesson, explanation, communication, questioning, response management, reinforcement, use of chalkboard, class management, ending of lesson and classroom climate were found to be better in the teachers of most effective organisational climate of residential schools than teachers of least effective organisational climate of residential schools.

(iii) In Non-Residential School also there was a significant difference in teaching effectiveness of teachers working under most effectiveness and least effectiveness organizational climates. Teachers of most effective organisational climate were found to exhibit better teaching effectiveness.

(iv) In non residential schools aspect wise teaching effectiveness level was different in most effective and least effective climates. Aspects like
review of home assignments, communication, questioning, response management, class management, ending of lesson and classroom climate were found to be similar in both the climates. But other aspects like introduction of lesson, explanation, reinforcement, use of chalkboard, were found better in most effective climates.

(v) Within most effective climate, there was a significant difference in teaching effectiveness of teachers working in residential and non residential schools. Teaching effectiveness was better in most effective organisational climates of residential schools.

(vi) Within most effective climates, all the eleven aspects of teaching effectiveness were found to be better in residential schools.

(vii) Within least effective organisational climates, a significant difference was found in the teaching effectiveness of residential and non residential schools. Non residential school teachers showed better teaching effectiveness in the segment of least effective organisational climate.

(viii) Within least effective organisational climate one aspect i.e use of chalkboard was found to be better in residential schools. In all other ten aspects teachers of non residential schools showed better teaching effectiveness.

5.1.3 Findings related to Teaching Effectiveness & Instructional Management Behaviour

(i) In residential schools, there was a significant difference in the teaching effectiveness of teachers working in most effective instructional management behaviour and least effective instructional management behaviour. Teachers working under most effective instructional management behaviour had better teaching effectiveness.

(ii) In residential schools review of home assignments, introduction of lesson, communication, questioning, response management, reinforcement, use of chalkboard, ending of lesson, and classroom climate were significantly
better in most effective instructional management behaviour than their counterparts in least effective instructional management behaviour. But there was no significant difference in aspects like explanation and class management between these two climates of residential schools.

(iii) In non residential schools also, there was a significant difference in the teaching effectiveness of teachers working under two segments i.e most effective instructional management behaviour and least effective instructional management behaviour. Teachers under most effective instructional management behaviour had better teaching effectiveness.

(viii) In non residential schools, teaching effectiveness aspects like review of home assignments, explanation and questioning were found to be similar in most effective and least effective instructional management behaviour. But aspects like introduction of lesson, communication, response management, reinforcement, use of chalkboard, class management, ending of lesson and classroom climate were significantly better in teachers under most effective instructional management behaviour.

(ix) Within the climate of most effective instructional management behaviour, there was significant difference in teaching effectiveness of teachers of residential and non residential schools. Teachers of residential schools had better teaching effectiveness.

(x) Within most effective instructional management behaviour, all the 5 aspects (including 11 sub aspects) were found to be better in teachers working in residential schools.

(xi) Within least effective instructional management behaviour there was no significant difference in the teaching effectiveness of teachers working in both type of schools i.e residential and non residential.

(xii) Within least effective instructional management behaviour climate, only two aspects of teaching effectiveness i.e review of home assignment and class management had significant difference in residential and non
residential schools. Teachers of residential schools were found to be better in these two aspects. Aspect like introduction of lesson, ending of lesson, classroom climate were found to be similar in two types of schools.

5.1.4 Findings related to Interaction Effects of Organisational Climate and Instructional Management Behaviour on Teaching Effectiveness in Residential and Non Residential Schools.

(i) There is significant two way interactional effect of organisational climate and instructional management behaviour on teaching effectiveness of teachers working in residential schools.

(ii) There is significant two way interactional effect of organisational climate and instructional management behaviour on teaching effectiveness of teachers working in non residential schools.

5.2 CONCLUSION

In the present study organisational climate and instructional management behaviour of principals were two independent variables and teaching effectiveness of teachers was the dependent variable. Two types of school were selected to study the impact of independent variables. Study has revealed that organizational climate and instructional management behaviour play a key role in deciding the teaching effectiveness of teachers. It was found that organisational climate differed significantly in residential and non residential schools. Climate of residential schools was found to be more effective. Some aspects of organisational climate like disengagement and alienation were found to be more in non residential school environment. Similarly instructional management behaviour was also found to be more effective among the principals of residential schools, aspects of instructional management behaviour like frame the school goal, communicate the school goal, supervise & evaluate instruction, coordinate the curriculum, monitor students progress, protect instructional time, maintain high visibility, provide incentive for teachers, promote professional development, provide incentive for learning showed different patterns of scoring and did not exactly match the overall scores. Organisational climate had a significant impact on teaching effectiveness. Teachers
who had a better perception of organisational climate were found to be more effective in their teaching skill than their counterparts who had a poor perception of organisational climate. This factor was equally true in residential as well as non-residential schools. Similarly instructional management behaviour of principals seemed to be another important factor which affected teaching effectiveness of teachers. Teachers perception about instructional management behaviour of their leader was divided into the categories as most effective and least effective. Teachers falling under the category of most effective exhibited better teaching effectiveness in residential as well as non residential school systems. When teaching effectiveness of teachers who view instructional management behaviour as most effective in residential as well as non residential schools was compared, it was found to be better in residential schools. Aspects of teaching effectiveness like review of home assignments, introduction of lesson, development of lesson, ending of lesson and classroom climate were also found to differ significantly, but not necessarily in consonance with the overall scores of teaching effectiveness. Organisational climate and instructional management behaviour not only individually affect the teaching effectiveness but they also show significant interactional effect on teaching effectiveness.

5.3 EDUCATIONAL IMPLICATIONS

Findings of the present study have some long term implications for all the stake holders of the system of education. Study has revealed that there exists a better organisation climate in residential schools as compared to non residential schools. Learning has always been a direct product of organisational and family climates. The outcome of the study suggests that those factors should be studied in detail which make the organisational climates of residential schools betters. Steps should also be taken to implement those factors in non residential schools to improve their respective climates.

Levels of disengagement and alienation were found to be more in organisational climates of non residential schools. These two dimensions lead towards close types of organisational climates which is considered to be worst types of climates. Educational manager need to think how they can tackle disengagement and alienation in their school environments. One obvious strategy can be to increase the
participation of teachers in decision making process. Another possible strategy can be through motivating the teachers to enroll their personal wards in the schools where they themselves are teaching. This may increase their engagement levels in their work.

Humanized thrust was found to be more in the climates of residential schools. This factor always makes the climates open which is always most desirable. All the stakeholder of educational system need to think how this humanized thrust can be increased in climates. One obvious way can be that principal, teachers and students should increase their interactions in non formal situations. Confining oneself strictly to office and classroom situations always makes the climate lesser humanized. Implementing continuous and comprehensive evaluation (CCE) in its letter and spirit can go a long way in making our organisational climates more humanized. Parents also need to learn that just like climate of organisation, climate of families is also crucial in the development of the child.

The study has revealed that principals instructional management behaviour is better in residential schools. Particularly, aspect like framing and communication of school goals, supervision and evaluation of instruction and protecting of instructional time and providing of incentives was found to be on higher side among principals of residential schools. Issues of framing and communicating school goals once again brings home the urgent need of institutional planning. When every institution will plan its goals and strategies with participatory approach, climates of organizations will definitely improve. Generally this is observed that institutions just follow the dictates of their higher managements in govt. as well as privates education system which make them sick. Therefore institution planning should be encouraged in all types of educational institutions.

Another important revealing of the study is that principals of residential schools are able to protect their instructional time in more effective manner which contributes towards their overall better instructional management behaviour. In day schools, instructional time is very frequently diverted or wasted due to activities in which either some students or some teachers are engaged. In residential schools, these activities can be planned in early morning and late evening hours and instructional time stands least disturbed. This situations calls upon educational administrators to
think that activities should be planned in institutions in such a way that instructional
time is least disturbed. One possible solution can be the increase in working hours and
working days as envisaged in RTE 2009. RTE has made 7.5 hrs working for teachers
mandatory in their schools but this has not been effectively implemented. Present
study supports this new provision. This aspect has an important message for students
as well, they can improve their achievement in school itself provided they devote their
time, maintain their regularity and concentrate on their studies.

Present study has also established that teaching effectiveness is affected by the
type of school, organisational climates and principals instructional management
behaviour. Residential set up of system, effective organisational climates and effective
instructional management behaviour make the teaching effectiveness better while non
residential school set up, ineffective climate and ineffective instructional management
behaviour lower teaching effectiveness. Although different aspects of teaching
effectiveness i.e review of home assignments, introduction of lesson, explanation,
communication, questioning, response management, reinforcement, use of chalkboard
and others, class management, ending of lesson, classroom climate do not show
uniform pattern of effect of different variables but still majority of these aspects
follow the pattern of overall teaching effectiveness in terms of impacts of different
variables on them. We are living in a time in which quality of teaching in our
institutions is becoming an issue of central importance. In such times, all the stake
holders of system of education need to plan all those strategies which can bring about
changes in instructional management behaviour of principals and can make the
climates of organisations more effective. Positive and significant effects of residential
school system on teaching effectiveness inspires us to think why we can not open
more residential schools. If we can not create many residential schools, we can think
of introducing day boarding pattern in our schools which can act as a substitute of
residential school system. Where mid day meals system are already in place we can
easily introduce day boarding pattern to avail ourselves of merits of residential system.

In short we can say that findings of this study can be helpful in bringing about
some much needed changes in our school education system to make it more holistic
and productive.
5.4 SUGGESTIONS FOR FURTHER RESEARCH

The present study was mainly focussed to look into the organizational climates, instructional management behaviour and teaching effectiveness in different types of schools. But due to human constraints and time constraints only a limited category of school types i.e. residential and non residential types could be included in the study. Therefore further studies can be taken with respect to following areas and factors.

(i) Like residential and non residential system organisational climates and their effects can be studied in categories of schools like govt./non govt; aided/self financed, co.ed./single sex schools; state govt/central govt. run schools and different private school chains.

(ii) Presently study was limited upto C.B.S.E affiliated schools of Haryana. Similar studies can be taken up in other states and schools affiliated with other boards.

(iii) Perceptions of organisational climates and their impacts on teaching effectiveness can be studied with respect of other variables like age, gender, qualifications and designation of teachers.

(iv) Perception of principals instructional management behaviour can be studied w.r.t demographic variables like age and gender in different types of schools.

(v) Present study was based on teachers perception about organisational climates, but studies of organisational climates pertaining to the perception of other employees in educational institutions can also be taken up.

(vi) Present study aimed at studying the effect of organisational climates and principals instructional management behaviour on teaching effectiveness, studies pertaining to the effect of these variables on teachers attitudes, students attitudes and job satisfaction can also be taken up.

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171