SUMMARY

1 INTRODUCTION

The role of teacher in any system of education has been of central importance. The process of education revolves around the teacher. There was a time when teacher worked individually as beacon of light in their respective ashrams. In those days the quality and impact of education was identified in the name of individual teachers. This was basically due to great spiritual dimensions attached to education and liberation was considered as the only aim of education. India has got a rich tradition of such stalwart teachers or acharyas who in there respective places commanded enormous respect in the society. With the passage of time place and role of teacher has undergone significant changes. Process of education got institutionalized with the entry of specialized people and professional jobs. Educational institutions became more and more complex with growing specialization of jobs. In this way organizations came into existence.

We are living in a time in which education and educational organizations are in great demand. Our system of education is facing unprecedented pressure in terms of quality and quantity. For educational thinkers it has become a challenge how to produce good and effective teachers as well as good and effective educational institutions. To meet this challenge it has become highly important to study the dynamics of educational organizations and their climate. Presently we encounter a variety of organizations from pre primary schools to residential and affiliating universities with lakhs of students as their members. There exist different climates in and around these organizations. Products of educational institutions are essentially the products of their climates. For educational planners and managers it has become a prerequisite to understand the process of interaction between climates of the organization and its constituents.

Thus, school climate can be viewed as the organizational ‘personality’ of a school. An organization, of course, doesn’t automatically take place. It takes shape, when the persons involved in it are in co-operative arrangement with each other and
are prepared to contribute their best to the joint activity. There are two types of school systems- open & closed. A closed system is independent of its environment and doesn’t describe the school system as organization. In an open system, there is an input-output relationship with its environment Griffiths (1964). The school climate maintains a steady state and is self-regulating. A school climate with open, healthy and collegial professional interactions and strong academic emphasis empowers teachers and create norms of collective efficacy that shape the normative environment of schools and influence teacher behaviour. When teachers believe that they can organize and execute their teaching in ways that are successful in helping students learn, and when the school climate supports them, teachers plan more, accept personal responsibility for student performance, are not deterred by temporary setbacks, and act purposefully to enhance student learning. It is important to try to understand how specific school climate attributes influence critical teacher behaviours that improve teaching and learning in the classroom.

In practical terms organization is usually evaluated on the basis of two dimensions: (i) performance and (ii) human factors. Halpin and Crofts (1963) enunciated four common dimensions: (i) Disengagement (ii) Esprit (iii) Intimacy and (iv) Production Emphasis. The four new dimensions stated by Sharma in 1973 are: (i) Psychophysical Hindrance (ii) Alienation (iii) Controls and (iv) Humanized Thrust. These dimensions have further been grouped under two categories: “Group Behaviour Characteristics” and “Leader Behaviour Characteristics”.

A frame work for analysing instructional management processes and their effects incorporate findings, from the latest research on effective instruction and is used to describe some recent studies of the instructional management role of school principals. Hallinger (1983) has given a framework of the principal’s role in instructional management and divided it into defining the school’s mission; managing the instructional programme and promoting a positive school climate. Primarily principals control student learning indirectly by influencing teacher behavior and attitudes. Principals influence, what teacher focus on, by ensuring that the schools mission is
clearly defined. Principals influence what teachers teach by supporting and managing the schools curricular and instructional programme. Finally Hallinger gave 10 aspects of principals instructional management behaviour i.e 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 student learning by shaping teacher attitudes and behavior so as to promote and create positive class room and school climates.

Among constituents of organisational climate, teachers, students and principals as leader are the main stakeholders. Leadership again has many aspects, instructional management behaviour is one of them. Role of teachers has also undergone significant changes. More and more responsibilities pertaining to counseling and facilitation have been included in a teacher’s domain, but still effectiveness of a teacher is mainly judged by his performance in a classroom situation. In the present study teaching effectiveness consists of 5 aspects i.e review of home assignments, introduction of lesson, development of lessons, ending of lesson, classroom climate. It is highly interesting to study the interaction of these crucial variables i.e. organizational climate, principals instructional management behaviour and teaching effectiveness in relation to type of schools i.e residential and non residential. In post independence India, there has been a considerable increase in the number of residential schools. Both central govt., state govts. and private organizations are coming out with the plans of opening new residential schools with huge financial allocations and heavy investments. Therefore present study has been undertaken to compare the climates, leadership and teaching effectiveness of residential and non residential schools, so that govts. in particular and society at large can understand the rationality and dynamics of residential and non residential school systems.

2 STATEMENT OF THE PROBLEM

Impact of Organizational Climate and Instructional Management
Behaviour on Teaching-effectiveness of teachers working in different types of schools.

3 OPERATIONAL DEFINITIONS OF KEY WORDS

Organizational Climate (O.C)

The organizational climate is the feel of the institution, its personality and its individuality resulting from social and psychological interaction between teachers and the principal and within the groups of teachers and students of a particular educational institutions.

Instructional Management Behaviour (I.M.B)

Principals Instructional Management Behaviour includes those processes both mental and physical that the principal uses which result in other people executing formal and informal duties to achieve organizational goals.

Teaching effectiveness (T.E)

When teaching process results in changes in overt and covert behaviour of student and knowledge and personality of the teacher are actually transmitted to the student the teaching is said to be effective.

Types of Schools

Schools can be classified into various types on the basis of their management, affiliation, operational mode and target populations. Accordingly govt. & privately managed schools, residential and non-residential schools, single sex or co-educational schools, schools affiliated to different school education boards and schools run by different NGO’s are various types of schools. Out of these different types, present study was focused on residential and non-residential schools affiliated to CBSE.

4 VARIABLES

In this study following variables were taken:

Dependent Variable : Teaching Effectiveness
Independent Variable : Organisational Climate

: Instructional Management Behaviour

5 OBJECTIVES OF THE STUDY
The present study aims at realizing following objectives.

1. **Objectives related to organizational climate and instructional management behaviour**
   1. To compare the Organizational Climates of residential and non-residential schools.
   2. To compare the Instructional Management Behaviour of principals of residential and non-residential schools.

2. **Objectives related to Organisational Climates & Teaching-Effectiveness**
   1. To compare the Teaching-effectiveness and its aspects of teachers working in most effective and least effective Organizational Climates of residential schools.
   2. To compare the Teaching-effectiveness and its aspects of teachers working in most effective and least effective Organizational Climates of non residential schools.
   3. To compare the Teaching-effectiveness and its aspects of teachers working in most effective Organizational Climates of residential schools and non residential schools.
   4. To compare the Teaching-effectiveness and its aspects of teachers working in least effective Organizational Climates of residential schools and non residential schools.

3. **Objectives related to Instructional Management Behaviour & Teaching Effectiveness**
   1. To compare the Teaching-effectiveness and its aspects of teachers working under most effective and least effective Instructional Management Behaviour of principals of residential schools.
   2. To compare the Teaching-effectiveness and its aspects of teachers working under most effective and least effective Instructional Management Behaviour of principals of non residential schools.
   3. To compare the Teaching-effectiveness and its aspects of teachers working
under most effective Instructional Management Behaviour of principals of residential schools and non residential schools.

4. To compare the Teaching-effectiveness and its aspects of teachers working under least effective Instructional Management Behaviour of principals of residential schools and non residential schools.

4. **Objectives related to Interaction effect of Organisational Climates & Instructional Management Behaviour**

1. To study the Interaction effect of Organizational Climate and Instructional Management Behaviour on Teaching-effectiveness of teacher of residential schools.

2. To study the Interaction effect of Organizational Climate and Instructional Management Behaviour on Teaching-effectiveness of teacher of non residential schools.

6 **HYPOTHESES OF THE STUDY**

(1). **Hypotheses related to organizational climate and instructional management behaviour**

1. There exists no significant difference in the Organizational Climate of residential and non-residential schools.

2. There exists no significant difference in Instructional Management Behaviour of principal’s of residential and non-residential schools.

(2). **Hypotheses related to Organisational Climates & Teaching-effectiveness**

1. There exists no significant difference in Teaching-effectiveness of teachers working in most effective and least effective Organizational Climates of residential schools.

2. There exists no significant difference in Teaching-effectiveness of teachers working in most effective and least effective Organizational Climates of non residential schools.
3. There exists no significant difference in Teaching-effectiveness of teachers working in most effective Organizational Climates of residential and non-residential schools.

4. There exists no significant difference in Teaching-effectiveness of teachers working in least effective Organizational Climates of residential and non-residential schools.

(3). **Hypotheses related to Instructional Management Behaviour & Teaching Effectiveness**

1. There exists no significant difference in Teaching-effectiveness of teachers working under most effective and least effective Instructional Management Behaviour of principals of residential schools.

2. There exists no significant difference in Teaching-effectiveness of teachers working under most effective and least effective Instructional Management Behaviour of principals of non-residential schools.

3. There exists no significant difference in Teaching-effectiveness of teachers working under most effective Instructional Management Behaviour of principals of residential schools and non-residential schools.

4. There exists no significant difference in Teaching-effectiveness of teachers working under least effective Instructional Management Behaviour of principals of residential schools and non-residential schools.

(4). **Hypotheses related to Interaction effect of Organisational Climates & Instructional Management Behaviour**

1. There exists no significant Interaction effect of Organizational Climate and Instructional Management Behaviour on Teaching-effectiveness of teachers working in residential schools.

2. There exists no significant Interaction effect of Organizational Climate and Instructional Management Behaviour on Teaching-effectiveness of teachers working in non residential schools.
7 DELIMITATIONS OF THE STUDY

Keeping in view the limitations of time and other resources available the present study was delimited to the following aspects.

1. The present study was delimited to residential and non-residential schools affiliated to Central Board of Secondary Education.

2. The present study was delimited to the schools situated in Haryana.

8 METHODOLOGY AND PROCEDURE

The present study aims to study the teacher effectiveness of secondary school teachers in relation to school organizational climate and to the administrative behaviour of school heads and also to study the relation of administrative behaviour of school heads in relation to school organizational climate. The survey method was selected which was most appropriate to the project under investigation.

8.1 Design of the Study

In the present study, descriptive survey method was used. The study was conduced in two phases.

1. Comparison Phase: In this phase, comparison was made to study the independent variables organizational climate and instructional management behaviour in relation to the type of schools. Schools were varied at two levels i.e. residential schools and non residential schools. After this, comparison was made to study the teaching effectiveness in relation to organizational climate and instructional management behaviour. Organisational climate and instructional management behaviour were varied at two levels. i.e. most effective and least effective.

2. Interaction Phase: In this phase, an attempt was made to study the interaction effect of organizational climate and instructional management behaviour on teaching effectiveness of teachers working in residential and non residential schools separately. In both types of schools, interaction was studied among following 4 groups.
• MEOC-MEIMB Most Effective Organisational Climate + Most Effective Instructional Management Behaviour

• MEOC-LEIMB Most Effective Organisational Climate + Least Effective Instructional Management Behaviour

• LEOC-MEIMB Least Effective Organisational Climate + Most Effective Instructional Management Behaviour

• LEOC-LEIMB Least Effective Organisational Climate + Least Effective Instructional Management Behaviour

8.2 Population

A population is any group of individuals that have one or more characteristics in common that are of the interest to the investigator. It may be all the individuals of a particular type or a restricted part of that group. Thus a population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, geographical areas or salaries etc. Teachers teaching in CBSE affiliated schools of Haryana constituted the population of this study.

8.3 Sample

Sampling is a process by which a relatively small number of individuals or measures of individual, objects or events are selected and analyzed in order to find something about the entire population from which it was selected. The representative proportion of the population is called a sample. If we intend to evaluate the population by inferences drawn from a sample, it is essential that the sample should be representative of the population. A good sample should be free from the error due to the bias or deliberate selection of the unit of the sample. It should not suffer from incomplete coverage of the units selected for the study. Sampling technique reduces the expenditure; saves time and energy, permits measurement of greater score or produce greater essential precision and accuracy. It is not possible to collect data from all segments of population, so the investigator resorted to sampling technique. The researcher selected each unit in a specified way and opted for multistage random
sampling technique.

In Haryana, there are approximately 1500 schools affiliated to CBSE. For the present study, 30 schools were selected through random sampling technique out of which 15 were residential and 15 were Non residential. From each of these schools 10-15 teachers were randomly selected. Hence, 196 teachers were selected from the residential schools and 218 from non residential schools.

After administering the School Organisation Climate Description Questionnaire (SOCDQ) and Principals Instructional Management Rating Scale (PIMRS) most effective and least effective groups were determined by using $M \pm 1$ . In organizational climate, 50 teachers who scored more than 180 were placed in most effective category while 69 teachers who scored lesser than 151 were placed in least effective category among residential schools. Among non residential schools, these cut off scores were 160 and 131 and 76 & 42 teachers were selected in the two categories respectively. In principal instructional management rating scale, 89 teachers who scored more than 200 were placed in most effective category while 60 teachers who scored lesser than 125 were placed in least effective category in residential schools. In non residential schools, cut off scores were same and 51 and 58 teachers were selected in most effective and least effective categories respectively.

8.4 Tools Used

Following tools were used in the present study.

1. Teaching Effectiveness Observation Scale-TEOS.

2. School Organization Description Questionnaire-SOCDQ.

3. Principal Instructional Management Rating Scale-PIMRS.

8.5 Procedure of Data Collection and Scoring

Data are the things we think with (Whittery 1950). In all type of research work collection of required data is a task of utmost importance. Data collected should be adequate in quality and quantity and as reliable and valid as possible. Once the problem has been selected and identified, the next step is the collection of data. The
nature of data depends mostly upon the type of tool and technique used by researches for collecting these data. It is necessary to adopt or evolve systematic procedures to collect essential data. The present study aims to study the teaching effectiveness of teachers in relation to school organizational climate and instructional management behaviour of school heads. The investigator visited the schools selected, met the principals and explained the objectives of the study to them. With his permission, 10-15 teachers were randomly selected and called at a designated place. The investigator briefed the objectives of the study to the said teachers and gathered the personal data sheet filled from them. This personal data sheet required them to enter their names, gender, age, educational qualifications and teaching experience etc. Everything was made clear to them and they were assured that this personal information is being collected only for research purpose and will not be disclosed to anyone else.

School Organisational Climates Description Questionnaire (SOCDQ) and Principals Instructional Management Rating Scale (PIMRS).

After getting the personal information, organizational climate description questionnaire and principals instructional management rating scale were administered to the teachers. All their apprehensions and doubts about the possible consequences of commenting on school administration were again dispelled by making the purpose of research clear to them. Both the questionnaires were collected from them.

In case of SOCDQ, investigator rated the positively worded items as 1 (rarely occurs), 2 (some times), 3 (often) and 4 (very frequently) while the negatively worded items were rated vice-versa i.e. 4 (rarely occurs), 3 (some times), 2 (often), 1 (very frequently). Total score of all the 64 items was taken into consideration to decide most effective and least effective organisational climates. In PIMRS, the choices indicated by respondent were defined by five categories as almost always, frequently, sometimes, seldom, and almost never. For scoring these five categories of responses, 5 successive integers were assigned i.e. 4.3.2.1.0 respectively and a total score was calculated.

After scoring of school organisational climate description questionnaire (SOCDQ) and principals instructional management rating scale (PIMRS), most
effective and least effective groups were determined by using $M \pm 1$. In organizational climate, 50 teachers who scored more than 180 were placed in most effective category while 69 teachers who scored lesser than 151 were placed in least effective category among residential schools. Among non residential schools, these cut off scores were 160 and 131 and 76 & 42 teachers were selected in the two categories respectively. In principal instructional management rating scale, 89 teachers who scored more than 200 were placed in most effective category while 60 teachers who scored lesser than 125 were placed in least effective category in residential schools. In non residential schools, cut off scores were same and 51 and 58 teachers were selected in most effective and least effective categories respectively.

Teaching Effectiveness Observation Scale (TEOS)

After preparing the list of most effective and least effective cases the investigator made a 2nd visit to all the 30 schools. A prior appointment was telephonically fixed with the principals so that he could easily allow the observation of classes of selected teachers.

For making the classroom observations, the timetables of the teachers were obtained from the principals of the respective schools. A lot of coordination was required before the classes could be observed. In order to make the required observations of the teacher behaviour, the investigator sat through the whole period at the back of the class. As the teacher taught, the investigator marked frequencies and sometimes wrote verbal descriptions against each item. At the end of the teaching period, he gave his ratings in the TEOS against all the items. Not more than 2 to 3 teachers could be observed on a single day by the investigator. An effort was made not to disturb the proceedings of the class. The scheme of observation in each school was designed such that each teaching situation was observed. In some cases, on the spot permission of the teachers was sought and the classroom observation was done.

The scoring key was used to quantify the information disclosed in the scale. Out of 64 items given in the Scale, there were 53 positively and 11 negatively worded items. Positively worded items were scored as ‘5’, ‘4’, ‘3’, ‘2’, and ‘1’ for ‘Very Effectively’, ‘Effectively’, ‘In an average manner’, ‘Less Effective’, and ‘Least
Effective’ respectively. Negatively worded items were scored adversely as ‘1’, ‘2’, ‘3’, ‘4’, and ‘5’ for ‘Very Effectively’, ‘Effectively’, ‘In an average manner’, ‘Less Effective’, and ‘Least Effective’ respectively. The total score of the respondent was obtained by adding the scores given for each item in the scale. The sum of the rating against all the 64 items constitutes the score of Teaching Effectiveness Observation Scale of the teacher being observed. In this way maximum score possible is 320 and the minimum is 75. So the scoring was done by adding the ratings of teaching effectiveness observation scale against all the items given by the investigator after observation of teaching process.

8.6 Statistical techniques used

1. t-test was used to assess the significance of difference between the variable under study.

2. Analysis of variance ANOVA was used to study the Interaction effect of two independent variables on dependent variable.

9. FINDINGS

9.1 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 three 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.

9.2 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.

9.3 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.

(i) 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.

(ii) 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.

(iii) 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.

(iv) 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.

(v) 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.

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

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

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

10 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 Interaction effect on teaching effectiveness.

11 EDUCATIONAL IMPLICATIONS

Findings of the present study have some long terms 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 better. 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 effectiveness instructional management behaviour make the teaching effectiveness better while non residential school set up ineffectice 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.

12 SUGGESTIONS FOR FURTHER RESEARCH

The present study was mainly focused 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 organizational 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 organizational 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.