CHAPTER - I
INTRODUCTION

Education is not restricted to a particular age, stage or span of life, but it is a continuous process and includes all the influences which act upon an individual during his passage from cradle to the grave. At every moment, the contact with the environment gives him a new experience, a new teaching. It will not be wrong to say ‘life is education and education is life’. In the words of Tagore, “Education is that which makes one’s life in harmony with all existence and thus enables the mind to find out that ultimate truth which emancipates us from the bondage of dust and gives us the wealth, not of things but of inner light, not of power, but of love, making this truth its own and giving expression of it.”

The twenty-first century man has been blessed with scores of appendixes, instruments and tools, thanks to the pace of advent of science and technology that has made life easy and comfortable. The intelligent pursuits of his mind, of late, has addressed to the conquest of nature, if not to assault it, he has at least endeavoured to make the impossible, possible. His attempt to conquer space and time has given rise to concern in different quarters though no one has condemned it outright. Though he has bridged distances and facilitated communication, the perils of discoveries have often raised questions that have shaken his very faith in his convictions. He has made the whole world a hot bed of tension. He has slowly realized that all his material pursuits alone would not ensure him a life blessed with peace, equanimity and tranquility. He has started his quest for other types of knowledge that would fetch him a sense of happiness.

As a torch-bearer to the world in matters pertaining to philosophical considerations of life and its processes, India has always been looked upon by the West with a sense of respect and reverence. The early schools of India, be it at Rishikesh, Haridwar, Nalanda or Pataliputra, have been the cynosure of the eyes of scholars worldwide. History bears testimony to the flow of wisdom from these centres of learning to all corners of the globe. The Indian thought processes have always been
rich in content, diverse in approach, flexible in methods and democratic in nature. They provided the necessary adoptability and adaptability to the learners and seekers of knowledge. Based entirely on a humanistic approach, the Indian system of philosophy has made many a complex phenomenon simple to understand and easy to practice.

Education has always set the tone and tenor for the pursuits of the philosophy of life both individually and collectively for every society, and India is no exception to that. The aims and objectives of education had always addressed to the building up of such mental processes that would make a learner a holistic human being, emotionally stable, intellectually vibrant, spiritually enlightened and socially committed. The central focus of all learning systems was the human being and his well-being. The Indian system considered every human being a potential contributor to the society and envisaged the blossoming of the self of the learner through the process of education. Aptly defined by Swami Vivekananda—“Education is the manifestation of the perfection already in man”.

The role of education was a facilitating one to enable the seeker to unravel the strength latent in his self. An insight into the early systems of learning would reveal an integration of social concerns, vocational inputs, life skills and a fine blending of the physical, emotional, spiritual and intellectual components. Human values were the prime concerns, both in content and pedagogy. No effort was spared to insist on the role of the learner as a member of a society and hence to participate in social reconstruction meaningfully and effectively. Humility of the learner was the first step in effective learning.

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 their 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 and different systems of education came into existence.

1.1 ROLE OF TEACHER

The success of any system of education depends on the quality of its teachers. It is no exaggeration to say that any system of education cannot ever rise above the level of the quality of its teachers. The teacher has been the most vital factor of influence in the system of education. If education is at the root of the progress of any country, the teacher is at the root of the education. Any of the educationist of experience shall express his opinion that even the best curriculum, the most perfect syllabus, the costly and exhaustive infrastructure and the gorgeous building with vast open campus shall remain dead unless it is quickened into action by a right kind of teacher with the help of right kind of methods and teaching aids. A well equipped teacher is supreme in education, being a pivot in the system. A teacher effects eternity, one can never tell where his influence stops. He plays an important role in shaping and moulding the habits, the tastes, the manners and above all the characters of the students. He inculcates human values in the minds of youngsters. The teacher’s role is regarded as an important one not only in moulding the personality of the child but also in shaping the society.

The quality of a nation depends upon the quality of its citizens and the quality of its citizens depends upon the quality of their teachers. Teachers can either make or mar the society. An educational institute with an excellent material resources like infrastructure and a good curriculum is unlikely to achieve its goal if the teachers are ineffective, misfit and indifferent to their responsibility. No system of education, no syllabus, no methodology, no textbooks can rise above the level of its teachers. If a country wants to have quality education, it must have quality teachers.

Teacher plays an important role in the social reconstruction and in the transmission of wisdom, knowledge and experiences of one generation to another. Children are the potential wealth of a nation. They are always exposed to the information of the teacher. It is therefore necessary to realize that the emerging Indian
society can achieve all round development with the help of the teachers who act as a powerful agency in transmitting its cherished values. A teacher is not only a custodian of a nation’s values but is also an architect par excellence of new values.

The National Policy on Education (1986) rightly states that ‘no people can rise above the level of its teachers,’ but it is also aptly said that the teacher should be professionally aware of demands and objectives placed on them by the profession. The government and community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community.

The ancient Indian literature has also given the highest regards to the teachers along with the parents. The Vedas have observed “Matur devo Bhavo, Pitri devo Bhava, Acharya devo Bhava”. The then schools were referred as Gurukuls. These Gurukuls were somewhat similar to the present day boarding schools. These Gurukuls not only provided the bookish knowledge but also they were responsible for generating a feeling of humbleness, self-respect and respect for all others in them. They refined their character and would develop those skills in them which were most useful practically in their lives. In a very homely environment, these Gurukuls disciplined the lives of the pupils and taught them to live in harmony.

Deler’s commission (1996) emphasized that education must be organized around four fundamental types of learning which in a way will be pillars of knowledge throughout a person’s life such as: learning to know, learning to do, learning to live together and learning to be. Education brings about a change not only in an individual or a society but also the entire nation. All eminent scholars and educationists have acknowledged the importance of education in economical, social and political development of a nation. Although education in its wider context includes all the formal and informal experiences in the lives of human beings but still every nation needs a formal system of instructions to produce responsible and enlightened citizenry. This includes physical infrastructure, teachers, students and supporting manpower. In every nation this system of education depends upon the needs, values and belief system of that particular nation. Every nation is destined to perform a
particular role in global context. This role also acts as key factor in deciding the educational system of that particular country.

Therefore educational institutions, their climates, roles, responsibilities, competencies and effectiveness of these institutions, style and behaviour of leadership found in running of these institutions are subjects of paramount importance for researchers throughout the world.

1.2 TEACHING EFFECTIVENESS

Teaching is a series of events through which teacher attempts to bring desired behavioural changes in students. It imparts useful information to the students and develops harmonious relationship between the teacher, the students and the subject. The art of teaching also includes presenting the subject matter in a attention-catching manner through simple language, pleasing gestures and soft voice. It is a step to bring about greater opportunity for the students to become educated. It is a complex situation with a wide range of activities wherein the teacher is the focal point.

Teaching is the establishment of a situation conditioned to bring effective learning and good teachers are the ones that are capable human engineers. Most of them are effective moulders of learners' behaviour. The effectiveness of instruction in a school depends upon the quality of the teacher who is the pivot of educational system. Teaching effectiveness concerns only those outcomes that reflect the efficiency of the teacher and the objectives of the education. It is therefore, quite accurate to say that the school effectiveness depends directly on the effectiveness of its teachers.

Teaching effectiveness is the competence and ability of a teacher to teach effectively. It is a matter of central importance to all educational institutions as it affects the process of learning and classroom management. Numerous theorists and researchers identified a variety of individual factors essential for facilitating students achievements in terms of cognitive, affective and psychomotor domain or in promoting effective learning. Teaching effectiveness involves a set of teaching behaviours which are specially effective in bringing about desired
changes in students learning. Effectiveness of the teacher depends on the ability of the teacher to get along with the pupils in interpersonal relationship. There is another assumption that the effective teacher is one who is, to some degree, satisfied with teaching as a profession i.e. his attitude towards profession.

The term “teaching effectiveness” is mainly used to the results a teacher gets or to the amount of progress the pupils make towards some specified goal of education. The implication of this is that teaching effectiveness must be defined and expressed in terms of behaviour of pupils and not in behaviours of teachers because the amount that pupils learn is also strongly affected by factors, not under the teacher’s control.

Teaching competence refers to the set of knowledge, abilities and beliefs a teacher possesses and brings to the teaching situation.

**Jhonson (1956-57)** suggests three primary approaches to measuring teacher effectiveness: (a) evaluation of qualities assumed to function in the act; (b) appraisal of teaching activity; and (c) evaluation of pupil intellectual/or academic growth. While **Ryans (1960)** makes a mention of general approaches to the measurement of teacher effectiveness which involve the evaluation of: (a) teacher behaviour process; (b) product of teacher behaviour; (c) concomitants of teacher behaviour. **Medley’s (1982)** definition revolves around the possession of knowledge and skill that fall under the rubric of teacher competence. In contrast, the use of knowledge and skills in the classroom is referred to as teacher performance. Thus, those who investigate and attempt to understand teaching effectiveness must be able to link teacher competence and teacher goals. Several assumption are implicit in this definition of teaching effectiveness. An initial assumption is that an effective teacher tends to be aware of and actively pursues goals. These goals guide his planning as well as his behaviour and interactions in the classroom. The second assumption is that the vast majority of teachers goals are or should be concerned either directly or indirectly with the learning of their students. It should be obvious that if teachers goals are stated in terms of their students learning, then, as Medley asserts, “teacher effectiveness must be defined, and can only the assessed, in terms of behaviours and learning of students, not
behaviour of teachers”. Third assumption is that no teacher is effective all the
time. The degree to which a given teacher, elementary school teacher and
secondary school teacher is effective depends to a certain extent on the goals
being pursued by that teacher.

In Effective Teaching study conducted for Department of Education and
skills by the consultancy firm Hay Macber, DIEE (2000) based on the interviews
of teachers, three main elements relating to effectiveness of the teacher were
found.

(i) Professional Characteristics include leadership qualities of teachers, their
ability to relate to others, their analytic and conceptual thinking skills, their
professionalism and their expectation setting abilities.

(ii) Classroom Climate is measured through interviews with pupils that includes
pupils perceptions of the clarity of each lesson, an orderly climate, clear
behaviour standards, a perception of teacher fairness, the opportunity for
pupils to participate, feeling emotionally supported in class, the perception
that classroom is a safe, comfortable, interesting and exciting place with well
organized and attractive physical environment.

(iii) Teaching Skills include such skills as time on task, high expectations,
effective planning, varied teaching, classroom and behavioural management
and effective use of assessment and homework.

Clark and Walsh’s (2002) model of an effective teacher emphasis not only
the domains of effective teaching which receive most of the attention in teacher
education and evaluation, namely content knowledge, pedagogical knowledge
and more recently, pedagogical content knowledge but also takes into a account
the teacher’s personal knowledge and knowledge of content. It suggests that it is
not just this knowledge that teachers have in these domains but the way this
knowledge overlaps and interacts, both within the teacher and with the teacher’s
physical, social, intellectual and emotional environment.

i. Discipline Knowledge Discipline knowledge encompasses an understanding
    of the salient concepts, relating concepts, ideas and skills of the subject. Content
knowledge or discipline knowledge is first pre-requisite of ability to effectively teach a particular discipline.

ii. **Pedagogical Knowledge:** The art and science of teaching is pedagogy. It includes the knowledge about classroom management, organization of classroom activities, methods for motivation of students, personal knowledge about particular student and his family and social interactional skills.

iii. **Knowledge of Context:** Context includes the knowledge of classroom, school, culture, community, educational system and students.

iv. **Personal Knowledge:** Components of personal knowledge are moral code of behaviour such as honesty, integrity, teacher’s personal philosophy and self belief.

*Gage (1979)* describes teaching as any activity on the part of one person intended to facilitate learning on the part of another. He considers teaching as a practical art for which a scientific basis has to be established. Pointing out the importance of understanding the task of teaching, he writes, "teaching is intriguing as an object of scientific or artistic contemplation in its own right, worth trying to understand for the same reasons that we study the heavens or the impressionists". Unless teachers change the ways they teach, students cannot become effective learners.

On the basis opinions expressed by the experts in the field of education, the operational definition of Teaching Effectiveness emerges is, ‘a teacher who has clear concept of the subject-matter, ability to organize learning materials, ability to communicate his knowledge to the students successfully and to deal with classroom situations’. In the present study teaching effectiveness includes **five aspects** as shown in Fig. 1.2

1. **Review of Home Assignment** refers to checking homework followed by removing the difficulties based on homework. This establishes links between new and past knowledge. This aspect contains 4 items, viz., reviewed homework; follow-up on learning assignment; follow up of those who did not bring notebook.
2. **Introduction of the Lesson** can be started with a brief review of previously covered material and review of prior knowledge that is relevant to the day’s lesson. The purpose of daily review is to determine whether the students have accomplished the necessary requisite knowledge on skills for the present lesson. This review may last from three to eight minutes, the length can vary according to the students’ attention span and the nature of the content. The main purpose of introduction of the lesson is to link the various aspects of the topic, to link what students know and what is to be introduced as new and to consolidate, so that major elements of lesson are brought together to form a new unity. This aspect contains 6 items viz., gaining attention; testing previous knowledge; encouraging pupil participation; establishing relevance in introduction; relating present lesson with previous knowledge, announcing the topic.

3. **Development of the Lesson** is sub-divided in seven specific skills. They are:

(a) **Explanation** is the most prominently used component in classroom teaching. It ranges from mere description i.e. mechanical explanation to highly complicated logical structure. Explanation has some essential ingredients like fluency, use of appropriate vocabulary and clarity. This aspect contains 7 items and refers to explanation in logical manner, development of topic with examples; formulation of simple, relevant examples; involvement of pupil in developing lesson; lack of continuity, use of vague words and phrases and making lesson interesting.

(b) **Communication** involves both exchanging information and transmitting ideas. Gesturing towards the pupil is usually associated with giving particular emphasis or instructing them and is therefore an appropriate part of the teacher’s non-verbal repertoire. The teacher brings about variety in teaching by his movements, gestures and changes in speech pattern. This aspect contains 5 items viz., simple language; fluency in expression, modulating voice (speed, voice & tone); used non-verbal communication i.e. gestures; movement & facial expression; and articulate.

(c) **Questioning** refers to stimulus or an enquiry made by the teacher in order to attain required response from students in the classroom on the content being
Fig. 1.2: Aspects of Teaching Effectiveness
taught or to be taught. At this point, the teacher gets feedback about his performance, progress of the pupils and their active participation. It gives idea whether the teaching is progressing on right lines or not. It also serves as reinforcement and generates initiation. It contains 6 items and refers to simple and precise; relevant, equally distributed; asking questions to test pupils’ understanding; stimulating pupils’ critical awareness.

(d) **Response Management** is required to manage student response in such a way that the objective for which a particular question is asked is realized. The teacher’s capacity to provide the condition of active involvement of students in learning in the classroom, therefore, is the key to effective teaching. While using this technique, the teacher himself doesn’t provide the answer to the question asked in the classroom, but guides the student through carefully provided hints to arrive at the desired response. This aspect contains 7 items and refers to prompting; showing inability to deal with pupils’ answers; redirection; restructuring; dealing with pupils’ questions and queries; questions followed by correct answers.

(e) **Reinforcement** is meant to encourage the students’ response and to improve or modify the same. It leads to increase pupils’ responding behaviour. Active involvement of the student is a basic condition of learning. The teacher’s responsiveness is found to be positively correlated to pupils’ growth. Teacher encourages, praises orderly behaviour e.g. regular, attentive students, responding correctly, asking doubts etc. Encouragement is viewed as recognition of the student’s efforts and conveys acceptance. Teacher from time to time praises students’ orderly behaviour. Praise and encouragement can be used in several ways in the classroom. For example, smile, nod, pat and even touch on the back, represent nonverbal enforcers. This aspect contains 6 items and refers to positive verbal reinforcement; positive non-verbal reinforcement, negative verbal reinforcement; negative non-verbal reinforcement; encouraging students to raise doubts; inappropriate use of reinforcement.

(f) **Class Management** is translating instructional goals into learning experience. In all classrooms, the teacher is in-charge of organizing the environment, managing
the learning process and student behaviour as well as establishing the framework for a spirit of inquiry. Calling pupils by their name and eye contact of teacher communicates teacher attitude, intimacy, status and attempts to establish dominance. Teacher checks continuous misbehaviour or inattentive students. This aspect contains 8 items and includes calling pupil by their name; keeping pupils in eye span; giving clear direction; maintaining discipline in the class; inability to enforce discipline in class; interruption by outside; tackling problems effectively in the class; checking distractive behaviour of pupil.

4. **Ending of the lesson** is achieved when major purposes and principles of the lesson or a portion of it are judged to have been learned. The teacher can receive feedback through asking learning task related questions. Simply ending a lesson when the bell rings or when the teacher has covered the planned material is not appropriate. In such cases, students are not given the opportunity to place the lesson in context with other related lessons or are not permitted to ask questions that might clarify a misunderstood point. Mere summarization is the lowest level of closure. Higher levels of closure are interlinking and reviewing. This aspect contains 5 items, viz., finishing lesson in time; review of key learning points, asking feedback questions; solving the queries asked by the pupil; giving home assignments.

5. **Classroom Climate** could be defined as a set of characteristics that describe a classroom, distinguish it from other classrooms and influence the behaviour of teachers and students in it (Halpin and Croft, 1963). Classroom climate is the atmosphere or mood in which teacher and students interact. Working atmosphere in the classroom is another condition of effective teaching. The atmosphere in the classroom is built through human interaction based on classroom trust. The pupils should feel that equal opportunity is available to them without discrimination. Pupil sharing of ideas and resources should be encouraged. It all contributes to conducive working atmosphere in the classroom. This feeling is a composite of attitudes, emotions, values, and relationships. Climate probably has as much to do with learning, productive work and self-concept as does anything else in the programme. There are times when stressful situations arise in the classroom. These factors set fatigue in pupils, which is likely to bring down students’ efficiency of
learning. It is on these occasions that humour is essential to effective teaching in the classroom. A good climate is warm, supportive, and pleasant. It is encouraging and helpful, with a low level of threats. Such a climate encourages work and promotes a sense of enjoyment and accomplishment for everyone. This aspect contains 7 items, viz., sympathetic, polite & friendly; lively; free discussion (pupil feels at ease in conversation with teacher); sense of humour, authoritative; dull and boring.

Study of research literature on teaching effectiveness suggests that teaching effectiveness is enhanced by open and autonomous climates (Varsheveya 1981, Natrajan & Dandepani 2002). (Dunkin 1987, Rao 1995) evaluated the effectiveness of primary and secondary level teachers different potentials of creativity and interpersonal relationships; Singh (1993) examined the male/female, rural/urban teachers’ effectiveness in relation to their adjustment. Singh (1995) investigated into the main and interactive effects of sex, locale, and socio economic status of higher secondary teachers’ job satisfaction and teaching effectiveness. Anand (1998) made the study of motivation for teacher effectiveness at primary level. Effectiveness may be taken as one’s hold on the circumstances and it is related to the power of influencing the environment. Teaching Effectiveness has been identified as a crucial factor for the success of education reforms by such researchers as Cheng (1996), Darling-Hammond (1999), Hopkins (2000), Lieberman and Miller (1999), Pipho (2000), and Sergiovanni (2000). Female teachers have been found to be more effective than their male counter parts (Amandeep & Gurpreet 2005). Teaching effectiveness is positively correlated with the level of motivation (Raj 2000). Teaching effectiveness was found to be strongly linked with years of teaching experience. It increased in first 10 years, was at it speak in 11-15 years experience group and showed decline after 15 years experience (Gupta 1988, Singh 1991). (Kagthal 2002) found that teaching effectiveness was positively related with fluency, flexibility, originality, composite creativity and intelligence, Dimensions of job satisfaction of teacher i.e. salary benefit, community aspects, family life were found significantly related with teaching effectiveness (Gupta 1991 and Goel Sunita 2013). Type of school has a significant influence on the intellectual aspects of teaching effectiveness like activity based teaching, child centered approach and novel
strategies of professional competency (Joseph Bella 2013). These studies establish the centrality of teaching effectiveness in the system of education.

1.3 ORGANIZATIONAL CLIMATE

Human beings have always lived in organized groups. Initially, group activities were simple like gathering food, migrating or ensuring the security of the group. The outcome of this group effort was mainly that it gave people a chance to pool their talents and efforts for attaining larger goals such as building and protecting their communities. The group also gives it a distinct identity. Later on, specialized nature of functions enabled individuals to concentrate on tasks that they were best at, instead of doing every task which was required for survival and progress. This sort of group activity requires co-operation without which members may work at cross-purposes and thus miss the benefits of association. To achieve this co-operation and thereby the desired goals, some system of structural relationships had to be established. This type of system of group relationship built on co-operation is basically the meaning of an organization. Thus, an organization can be viewed as a social system of co-operation that is designed to enhance individual effort at goal accomplishment.

An organization, as the word itself suggests, is not merely a sum total or numerical addition of distinct components which are unrelated and independent of each other.

Instead organization has a personality of its own. This personality of organization has come to be known as organizational climate.

In recent years the word organizational climate has attracted the attention of social scientists, educationists and management experts. Researchers have undertaken the study of the organizations with a view to understand the dynamics of educational organizations and strategies to improve those organizations. Any educational institution is also an organization like other organizations. It possesses certain characteristics or factors, which constitute its “environment” or the “climate”. The climate is the ‘feel’ of the institution, its personality’ or its individuality or its ‘inner-life. This climate has a great impact on the output capacity of the institution. The
climate in an educational institution affects the teachers and their teaching and the learners and their learning. It also tells upon the working of the administrative staff of the institution who are also an aid in the process of learning and teaching. Healthy climate in the institution keeps the institution healthy, and unhealthy climate keeps it unhealthy and the suffocation in the institution vitiates the entire working. As the natural climate influences the life and activities of mankind, so is the case with the climate of an organization. Healthy climate in the institution motivates the teachers for better teaching and motivates the learners for a higher achievement index, and the institution in turn gets prestige and achieves high status in the society. Inspiring climate enhances the morale of the teachers and their receptivity of new ideas and disgusting climate mars the morale of the teachers and the low level of teacher morale affects unfavourably the attitudes of the students towards institution, towards the teachers and towards their learning, which eventually affect cumulatively and scholastic achievement of the students has a very significant impact in creating the climate in the institution.

Organizational Climate deals with values and attitudes of persons in the different sub-systems existing in the school; the teachers; non-teaching and other categories of staff; parents & students. Climate can be compared to a fertile land where seeds are sown, and from which fruits are gathered later. Whatever be the high quality of the seeds, the technical competence of the grower, and the financial resources available, all will depend on the fertility of the soil as well. A similar analogy will hold good in an educational environment. Hence a large number of principals, who have introduced innovations, have concentrated their effort on creating an Organizational Climate.

An organization is, no doubt, made up of more than one individual. Climate of an organization although may not be a replica of sum of individual personalities but it is definitely affected by the constituent individuals. In the same way, the climate of an organization affects the personalities of individuals associated with the organizations. Therefore a two way process goes on in which individuals and organizations interact with each others.
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 climates. 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 pre-requisite to understand the process of interaction between climates of the organization and its constituents.

Organization refers to a group of persons who are oriented towards achieving a common objective. The aim of all organizations is to enable a group of people who are specialized in different task to work in a coordinated manner for accomplishing of specified goals and organization objectives. Thus, an organization carries a set of objectives, the relative arrangements of people and physical resources, a set of rules and regulations and a hierarchical structure of authority with formal lines of communications. In other words, it is a structural framework within which the various efforts are coordinated and related to each other for the successful achievement of organizational objectives. “Organization may be defined as any group of individuals, large or small, i.e. cooperating under the direction of executive leadership in accomplishment of certain common objects.” (Davis).

Climate is attitudinal and is also defined as the qualitative aspect of the interpersonal relationship within the organization. New Webster’s Dictionary (1981) described climate as the tendency suggestive of the mood and temper of a social organization or a political group. Climate may also be defined as a set of properties of the work environment, which are specific to a particular organization, that may be assessed by the way the organization deals with its employees and it’s societal and task environments. This definition views the climate as an entity generated by some unique way of interaction of a particular organization with its boundaries.
Organizational climate is a term that was probably first used by Cornell in 1955. He used the term to denote a delicate blending of interpretations or perceptions by persons in the organization of their jobs or roles in relationship to others and their interpretation of the roles of others in the organization. He interpreted organization in the sense of a formal structure. The Dictionary of Education, Good (1959) defines organizational climate as the pattern of social interaction that characterizes an organization. A set of characteristics that describe an organization and that distinguish the organization from other organizations and influence the behaviour of the people in the organization is known as its organizational climate. The human interaction that takes place in the school plays an important role. The school is the web of interaction among people who live and work together in a particular way. The atmosphere in which the school conducts itself is technically known as its organizational climate. School being an organization can be said to have its own culture emanating from its role expectations and functions. Schools are expected to develop the interests, attitudes, intellectual ability and creativity level, personality make up, value system, habits and character of their students. The psycho- emotional environment in which the process of education takes place in school speaks of their organizational climate. “By organizational climate is meant a general flow of behaviour and feelings within a group”. It can also be considered as a set of measurable properties of the work environment of the teachers and administrators based on the collective perceptions (Halpin and Croft 1963). Just as individuals have personalities, so do the schools. A school climate may be thought of as the personality of a school.

School life has a perennial impact on the child. Though this is an oft-repeated axiom, its significance is neither recognized adequately nor translated into concrete action. Those who make decisions in relation to education are often concerned only with the form of education, not its substance. Not enough thought is bestowed on the need to create the right climate in our schools. We must know for a fact that a child’s learning and behavior depend largely on the kind of school climate he/she lives in. Researches have pointed out a significant difference in student achievement between schools with a good school climate and those with a poor school climate. We must identify the factors that enable a healthy school climate, and create them in every school, because that is the very quintessence of a good school. School climate is a
relatively enduring character of a school that is experienced by its participants that affects their actions, and that is based on the collective perceptions of behaviour in the school.

A school environment plays an important role in achieving the goals framed for the children, because the school environment has maximum impact on their thinking, reasoning and problem solving behaviour, achievements, attitudes and values. It is this climate, which can be found conducive for the teachers to teach and the students may feel like learning in it. The other side of the coin is that school organizational climate may work to develop apathy in the minds of the teachers for teaching and at the same time it can prove to be instrumental in creating distance for learning in the minds of the learners. It may be said that organizational climate projects the nature of a teaching-learning situation that is believed to prevail in a school.

Every school has its own character, and a distinct identity of its own. This is the sum total of all the values and norms and the adherence to it, which have been internalized by all or most of the people associated with a school, which form a part of everyone's psyche. When people refer to the 'traditions' of a school, they are actually speaking about these deeply embedded characteristics of the school. This becomes the 'school climate'. These are all different ways of describing the 'quality of life' that is experienced and lived by all the participants in the school life. This in turn is recognized by the parents and the community that surround the school. There are obviously various components, which ultimately shape the climate or ethos of a school. But all those individual factors by themselves are not as powerful as the combined effect of all the factors, which we call the school climate. It is therefore the cumulative effect that shapes the climate of the school.

The three essential P’s of a healthy school climate are Place, People and Processes. When these three elements are complementary and are in consonance with each other, a congenial climate is created. Every school should aim at creating such a climate. To be good and effective, a school should have a clear organization, characterized by stated missions, goals, values and standards of performance. It has to strive to create a professional environment for teachers that facilitate the
accomplishment of their work. Teachers participate in decisions affecting their work, have reasonable autonomy to carry out their work, share a sense of purpose and community, receive recognition, and are treated with respect and dignity and they enjoy a sense of pride and fulfillment in their profession. Such a school will have a Principal, with a driving vision who imbues decisions and practices with meaning, placing powerful emphasis on why things are done, as well as on how they have to be done. Decisions are not made just because they are practical, but for reasons of sound principle and noble purpose (Chayya, 1974).

The concept of organizational climate has a rich history in the social science literature. In the early 1960 George Sterns was one of the first psychologists who saw the analogy with individual personality and used the concept of organizational climate to study the institutions of higher education. School climate has become a global construct that researchers often use loosely to group together studies of school environment, learning environment, learning climate, sense of community, leadership, academic climate and social climate. School organizational climate though lacks a specific definition; school culture is a related term that has been used to describe the work environment. In fact, climate and culture are often used interchangeably by some educators to refer to the distinctive workplace of a school. A useful distinction is that culture consists of shared values and assumptions, whereas climate is defined by shared perceptions of behaviour.

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 creates 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”. Dimension of organisation climate have been shown in fig. 1.3

GROUP BEHAVIOUR CHARACTERISTICS

Disengagement refers to the tendency of the teacher that makes him in ‘not with it mode’. This dimension describes a group which is “going through the turbulence”, a group that is “not appropriately geared” with respect to the task in hand. In short, this subtest focuses upon the teacher’s behaviour in a task-oriented situation.

Alienation refers to the behaviour patterns among the group (faculty), including the leader (the principal), which are characterized as highly formal and interpersonal. It reveals the degree to which the principal is guided by the rule 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.

Esprit 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. Esprit enhances the quality of work at hand.
Fig. 1.3: Dimensions of Organisational Climate
Intimacy refers to the teacher’s enjoyment of friendly and social relations with each other. This dimension describes a social needs satisfaction which is not necessarily associated with task- accomplishment.

LEADER BEHAVIOUR CHARACTERISTICS

Psycho-Physical Hindrance 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 the staff; his style of communication tends to be one-dimensional. As the name suggest this aspects creates hindrances in the emergence of effective work culture.

Control refers to the degree to which the principal’s 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 service.

Production Emphasis refers to behaviour of 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.

Humanized Thrust 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.

Review of the literature in organisational climate reveals that there is significant correlation between organisational climates and job satisfaction (Park 2001, Mishra 2005). Age, sex, teaching and administrative experience of the
principals of secondary schools played very important role on different dimensions of organizational climate (Singh 2004). Open organisational climate leads to higher job satisfaction (Brown 2001). Teachers perceptions of their principals effectiveness are related to school climate Kelly (2005). Organisational Climate has also significant relationship with organisational commitment (Turon 1988) Organisational Climate is significantly and positively correlated with students scholastic achievement (Varshveya 1981, Suman Lata 2005). Schools differ in their organisational climate (Ahluwalia 1990). Teachers perceiving their climate as autonomous exhibited better teaching effectiveness than those who perceive their climate as closed one (Sodhi Binakshi 2012). More autonomy to make work decisions and lesser standardization of the work led to better climate and workers felt more support from supervisor and peers, teachers belonging to open climate experienced lesser stress, alienation, powerlessness and isolation than those belonging to paternal climate (Handyani 1997). Teaching Effectiveness differs significantly along the type of school organisational climate (Riti 2012). All these studies make it amply clear that role of organisational climate in deciding teaching effectiveness as well as overall effectiveness of the school is highly significant.

1.4 INSTRUCTIONAL MANAGEMENT BEHAVIOUR

One of the most critical roles of the school administrators is the organization, management, and control of the staff in the school. In addition to his leadership influences on the staff, the school administrator also influences the attitudes, perceptions, and functions of the staff. During the last few years, increasing attention has been given to the instructional management role of school principals. The old maxim, ‘effective school, effective principal’ has reappeared and has sparked demands for research concerning the influences that principals have on students’ achievements.

The concept of managerial behavior is important because it suggests the necessity of bringing together the managerial roles for more effective task performance, organizational climate and human satisfaction. The principal should be such in his outlook and behavior, so as to maintain good relationship with his staff members and improve group commitment. This
develops a proper team spirit, facilities, production and enhances organizational climate.

In analysing the job of the principal, it is possible to divide it into two broad categories-the administrative managerial emphasis and the educational competence with all sorts of gradations in between. The administrative managerial emphasis deals with instructions as well as the resources to back up instruction. However, it limits itself to cover planning and supervising the programmes and teaching process. This needs knowledge, decision-making talent, self-reliance, and self-ascertain, social sensitivity, emotional stability, imagination, foresight and professional competence. Being the head of the educational institutions, principal has to perform all these managerial duties and he has to tackle all the affairs concerning administration and management of staff, equipment and students. As a manager the principal must plan, coordinate and supervise the affairs of the institution. Principals managerial behavior is an integral part the principal’s role. Management involves values, attitudes, techniques and behavioural patterns at both strategic and tactical levels. The behavior of the principals affect the behavior of the teachers and their professional responsibilities, morale and the receptivity of innovative ideas and institutional practices. Collective behavior of the staff of the institution constitutes the climate which in turn shapes the ‘inner life’ of the institution, and this ‘inner life’ of the institution helps in improving the quality of institution and ultimately the quality of achievement of the students. So the chain starts from the leader or principal and ends in the students. To start reversely, the good response from pupils feed back to teachers and the teachers’ professional responsibility is enhanced, and this enhanced teachers’ professional responsibility gives a feedback to the principal who in turn moulds the mode of instructional management behavior and it improves organizational climate of school.

Principal instructional management 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. It deals mainly with planning, organizing, and controlling teacher behavior to achieve organizational goals, but also includes monitoring and controlling resources. It is distinguished from instructional leadership, which is a more restricted type of managerial activity that focuses on the interpersonal, relations between principals; and teachers with the purpose of increasing school effectiveness. In other words instructional leadership is a specific type of instructional management.

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 principals can affect student learning by shaping teacher attitudes and behavior so as to promote and create positive class room and school climates.

Jones (1987) developed a questionnaire from an extensive review of research on effective principals and effective schools, which revealed eleven job functions forming the principals role as an instructional manager; framing school goals; communicating the goals; supervising and evaluating the instruction; co-ordinating the curriculum; monitoring student performance; protecting instructional times, monitoring visibility; providing incentives for teachers; promoting instructional improvement and professional development; promoting high standards; and providing incentives for students. Each of these functions is perceived to have an
influence on achievement. **Bossert (1986)** stated that Effective instructional management does not mean doing something new, highly visible, or especially time consuming, rather it means systematically linking everyday management activities to the critical factors that support excellent instruction within all classrooms in the school. These studies consistently report that principals of successful schools have **four characteristics.**

1. **Goals and production emphasis**-Effective principals are actively involved in setting instructional goals, emphasizing basic skills instruction, developing performance standards for students, and expressing the belief that all students can achieve.

2. **Power and Decision Making**-Effective principals are more powerful than their colleagues, especially in the areas of curriculum and instruction. They are seen as leaders and are effective in maintaining the support of parents and the local community.

3. **Management**-Principals in effective schools devote more time to the coordination and management of instruction and are more skilled in instructional matters. They observe their teachers at work, discuss instructional problems, support teachers’ efforts to improve, and develop evaluation procedures that assess teacher and student performance.

4. **Human Relations**-Effective principals recognize the unique styles and needs of teachers and help teachers achieve their own performance goals. They instill a sense of pride in the school among teachers, students and parents.

There is a framework for examining the management behavior of school principals. It shows that a principals instructional management behavior affects two fundamental aspects of the schools social organization-climate and instructional organization. These are the context which shape teachers behavior and students’ learning experiences. At the same time, the principals own management actions
are shaped; by factors external to the school personal, school district, and community characteristics. Instructional management is central to an understanding of how school and class room organization affects student achievement. Apart from this, instructional management models have also been developed by Harold Mann and Jeffrey Hudson respectively.

Harold Mann (as reported by Bossert-1986 p. 120) in his model reported that student outcomes is increased by Principal instructional management behavior and it in turn influences school climate. There is interrelationship between Principal Instructional Management Behavior, School Climate, Instructional Organization and Student Performance. Also principals’ instructional management behavior is influenced by community context, principal characteristics, and institutional context.

Jeffery Hudson (as reported by Bossert-1986, p. 119) in his model described that there is interrelationship between principal’s management behavior, school climate, instructional organization, and student outcomes. Principals’ management behavior is influenced by Principals’ school span and it is also affected by community context, principal characteristics and institutional context. Thus instructional leadership is being composed of six sets of behaviours that actively facilitate achievement related behaviours in schools and classrooms. These behavior have been derived from Villanova et al., (1982) and Peterson (1987) which include regularly observing teachers and providing feedback, monitoring students progress by reviewing test results with teachers, working with teachers to build a co-ordinated instructional programme, promoting staff development by securing resources and finding opportunities for growth, communicating to teachers their responsibility for student achievement, and acting as an information mode and instructional resources person by regularly discussing matters of instructions with individual teachers and faculty meeting.

Philip Hallinger (1983) has given 10 aspects of Principals Instructional Management Behaviour. These aspects have been shown in fig. 1.4
Fig. 1.4: Aspects of Principals Instructional Management Behaviour
1. **Framing school goals** refers to developing a clear organizational mission. A clear mission provides a framework of underlying values for organizational activities. It guides the activities of teachers, in the absence of close supervision.

   The process of defining the mission in terms of explicit goals provides an opportunity for the staff to have input as to the substance of the school's mission. This can add to the staff's awareness of and sense of commitment to the mission.

   It is in developing, communicating, implementing, and sustaining the mission that the principal plays a key role as instructional leader. The principal must ensure that school wide policies and practices, as well as the job behaviour of the administrative staff, reinforce the values inherent in the school's mission. The social context does influence the nature of the school mission. The principal's role in developing the school mission and in defining school wide goals also appears to vary according to the social context of the school.

2. **Communicating the school goals** means that the principal can clearly define and share the goals among teachers. One of the major functions of the administrator is the development and clarification of the goals and objectives that give direction to the school. The clarification of goals and objectives, can claim much of the time and concern of the principal. Goals and objectives are clarified when the faculty and staff members who are involved directly in their implementation can translate the elements of the formal statements into behavioural terms i.e. a teacher understands an objective who he/she can express it in terms that, describe the behaviour that is required for it's achievement.

3. **Supervising and evaluating instruction** is the job function most commonly associated with the Principal's Instructional leadership role. Instructional leadership involves close attention to this function regardless of the school's social context. Principals in effective schools have a high degree of credibility with teachers in the areas of curriculum and instruction and are frequent visitors to classrooms. Beyond these general similarities, the supervisory style used by principals does appear to be influenced by the social context. Supervision and evaluation provides a means for direct control over teachers. Rules and Procedures standardize tasks and eliminate the needs to process information up and down the hierarchy. Supervision of instruction is
conceptualized as practices directed primarily towards change in instructional programmes. The focus of supervision is increasingly on teachers and teaching more than on pupils, resources and organizational structures.

4. **Co-ordinating the curriculum** is that aspect through which principal assures that students are exposed to materials that addresses the objectives in which they will be tested. The Principal assume an active role in co-ordinating the curriculum, but may be less directive in the implementation of the curriculum a classrooms. In schools that have numerous programmes for students with special needs, principal can assist teachers in co-ordinating these programmes with regular classroom activities. When there is a lack of co-ordination, some students may experience a fragmented instructional programme. Of the competing demands of regular and special programmes, teachers need to be addressed by the school Principal, and not simply in terms of the teacher's convenience.

5. **Monitoring student performance** can be viewed as a tool for providing the relevant learning experiences and for improving the quality of education, classification, comparison and discrimination of data, direction of errors, identification of relationship, elaboration and interpretation of facts. Evaluation of students performance is an integral part of education and calls for clear understanding of the educational process, intellectual innovativeness of a high order, deep appreciation of students response and intensive back breaking work spread over the whole year.

6. **Protecting instructional time** deals with ensuring adherence to allotted instruction line. Numerous things can determine instructional time in classrooms. Schools have yearly, weekly and daily cycles that specify not only how much time can be allotted to instruction in various curricular areas, but also when evaluations and tests must be given before students can progress to new subjects and materials. House keeping, reporting requirements, transition time needed for special classes, and other tasks may seriously cut into students time on task. The degree of co-ordination within the school may heighten or lessen interruption of classroom lesson. Principals can be mediators of organizational and environmental forces that determine the amount of engaged time and students productivity. The principals' role as disturbance handler, as school gate keeper and as middleman in disputes between parents and teachers buffers classroom
from disturbances that can interrupt the flow of instruction. Principals can guarantee that all classrooms have the resources necessary to carry out the schools instructional goals so that teachers do not have to use valuable class time to secure needed materials. The Principal's Instructional Management role includes attention to the allocation and use of instructional time.

7. Maintaining High Visibility relates to the principals' visibility in their schools. Principals begin each day by roaming their buildings and greeting students and staff. As classes begin, they return to their offices for short planning, meetings with assistants or to resolve student problems. But presently they are back out in to the classrooms to monitor events and communicate with their staff and the students. The principals are systematic about observing and being seen, in just about every locale and context within their schools, classrooms, recesses and libraries. The Principal also takes time to talk to students and teachers during recess and breaks, through visiting classrooms or discussing school issues. His participation in co-curricular activities in the school or providing direct instruction to students help in creating rapport. Sometimes he teaches in classes in place of other teachers until a substitute teacher arrives, which enables him to learn about the students problems. This daily cycle serves as a basic maintenance function for a school.

8. Providing incentives for teachers refers to the teachers encouragement by the principal for their best effort, achievement and performance. The best work of the teachers is recognized. The Principal provides opportunity of in-service training to the teachers for their professional growth. He reinforces superior performance by teachers in staff meetings, news letter or bulletins. The principal also acknowledges special efforts and performance by teachers in memos or their personal files. Simultaneously, teachers shall have to be encouraged to undertake action research, developmental projects and participate in other types of researches, studies and innovations. The application of new technologies, potentialities of any particular approach, utility of new materials, new evaluation techniques, possibilities of remedial transactional curriculum on competency based approach and several such issues need result on a larger and wider scale than what is being done at present time India.
9. **Promoting professional development** relates to the participation of teachers in educational opportunities that will enhance and extend their growth and development. Professional support in the form of providing new research findings and conducting workshops and discussions sessions could provide intellectual refreshment about learning and teaching. The exchange of ideas and thoughts among experts will challenge naïve modes of operations of candidates leading to changes if anything, is not consistent with others view points. As the leader of faculty of his school, the principal is in an ideal position to stimulate the professional growth of teachers. This involves many aspects of the process of becoming a better professional man inside as well as outside the classroom. Improvement may be achieved by reading professional journals, by writing for publication, by joining professional organizations and assuming responsibilities in them, by securing additional education, by visiting other schools and classrooms, by participating in school evaluations, and surveys by traveling or by doing individual, co-operative and action research. The principal can help teachers to improve their procedures in at least three ways; (i) by setting a personal example in his effort and desire to improve himself professionally; (ii) by encouraging teachers to participate in the organizations and activities which bring professional growth; and (iii) by providing materials, time and facilities to enable teachers to make such improvements. In these days of rapid change, the reading of educational literature in order to keep up with new developments; must take priority in the schedule of every teacher and administrator. No principal can be effective, as a school and community leader, unless he is well informed of the important problems of the day. Just as he expects the school programme to be centered around the school library, so should he expect professional development in himself and his staff to be centered around good books, magazines and news papers. Even short courses may be used by teachers as opportunities to enhance their skill and gain the support of people who might influence their future careers.

10. **Providing incentives for learning** is important because students rely more heavily on tangible public rewards for their accomplishments. The Principal honour rolls, and other rewards to recognize students for academic achievement, academic improvement, and attendance are highly significant in education process.
Instructional Management Behaviour has been extensively studied in the educational research. In the review we find that expected instructional management behaviour and actual instructional management behaviour of principals differed significantly (Johnson 1981). Principals with higher level of administrative training allocated a significantly greater amount of time to instructional leadership roles. (Graham 1982). Highly ranked instructional managers tended to be young, female and working in small schools. (Hallinger 1983). Instructional leadership is shaped by personal beliefs, characteristics and personality (Devenport 1984). Formulating of school goals and observing instructional technique were reported to be most important instructional management activities by the principals (Stokes 1984). Principals with more experience were rated higher on the Instructional Management Rating Scale (Duryoa 1988). Student performance was found to be linked with effectiveness of instructional leadership (Das Raj Laxmi 1994). Principals with 20 or more years of administrative experience were found to be significantly more engaged in framing of school goals. (Peariso J.F. 2011). This makes it amply clear that instructional management behaviour is a key factor in deciding the overall effectiveness of the school.

1.5 RATIONALE OF THE STUDY

Present study is aimed at penetrating into the climates of the organizations, management behaviour in use and their respective impacts on the effectiveness of teachers who have to play the central role in education process. Specifically residential and non-residential schools have apparently distinct climates. In recent years expansion of school education has been tremendous. Day Schools, boarding schools and residential schools are being set up in big way with huge financial and human resource investments. Central and State govt.s are planning to open more and more schools on the pattern of Jawahar Navodaya Vidyalayas for weaker and deprived sections of the society. But effectiveness of any school system can not be ensured by financial allocation alone. It is climate of the organizations and effectiveness of teachers which ultimately matters in getting desired results. It appears that teachers working in residential schools have an added responsibility not only in terms of time devotion and frames of responsibility but also in terms of close scrutiny of their
personality by students. This situation may sometimes lead to extra stresses which may result in deterioration of climates around them. Therefore whole perspective demands a scientific and rational approach in understanding the various dimensions concerned. Investigator has a personal background of heading a day cum residential school for more than ten years. In the said capacity the investigator has very closely observed the dynamics of residential school component as well as day school components. Therefore keeping in view the personal background and keen interest present study was taken up.

1.6 STATEMENT OF THE PROBLEM

Impact of Organizational Climate and Instructional Management Behaviour on Teaching-effectiveness of Teachers working in different Types of Schools.

1.7 DEFINITIONS OF KEY TERMS USED

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 institution.

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 such as residential and non-residential schools, single sex or co-educational schools, schools affiliated to different school education boards etc. Out of these different types, present study has been focused on residential and non-residential schools affiliated to CBSE.
1.8 VARIABLES INVOLVED

In this study following variables were taken:

Dependent Variable : Teaching Effectiveness
Independent Variable : Organisational Climate
                      : Instructional Management Behaviour

1.9 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 Climate & Instructional Management Behaviour:**

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

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

1.10 **HYPOTHESES OF THE STUDY**

1. **Hypotheses related to organizational climate and Principal Instructional Management Behaviour**

   \( H_{01} \) There exists no significant difference in the Organizational Climate of residential and non-residential schools.

   \( H_{02} \) 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:**

   **H₀₃** There exists no significant difference in Teaching-effectiveness and its aspects of teachers working in most effective and least effective Organizational Climates of residential schools.

   **H₀₄** There exists no significant difference in Teaching-effectiveness and its aspects of teachers working in most effective and least effective Organizational Climates of non residential schools.

   **H₀₅** There exists no significant difference in Teaching-effectiveness and its aspects of teachers working in most effective Organizational Climates of residential and non-residential schools.

   **H₀₆** There exists significant difference in Teaching-effectiveness and its aspects of teachers working in least effective Organizational Climates of residential and non-residential schools.

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

   **H₀₇** There exists no significant difference in Teaching-effectiveness and its aspects of teachers working under most effective and least effective Instructional Management Behaviour of principals of residential schools.

   **H₀₈** There exists no significant difference in Teaching-effectiveness and its aspects of teachers working under most effective and least effective Instructional Management Behaviour of principals of non-residential schools.

   **H₀₉** There exists no significant difference in Teaching-effectiveness and its aspects of teachers working under most effective Instructional Management Behaviour of principals of residential schools and non-residential schools.

   **H₀₁₀** There exists no significant difference in Teaching-effectiveness and its aspects 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 Climate & Instructional Management Behaviour

\( H_{011} \) There exists no significant interaction effect of Organizational Climate Instructional Management Behaviour on Teaching-effectiveness of teachers working in residential schools.

\( H_{012} \) There exists no significant interaction effect of Organizational Climate Instructional Management Behaviour on Teaching-effectiveness of teachers working in non residential schools.

1.11 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.