

Teaching Effectiveness of Teachers Working in Different Types of Schools with Respect to Organisational Climate

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ABSTRACT

The present study was conducted to study the effect of organisational climate on the teaching effectiveness of teachers working in different types of the schools viz. residential and non residential schools of Haryana. The sample consisted of 30 schools which were selected out of CBSE affiliated schools located in Haryana through random sampling technique. Out of 30 schools, 15 were residential and 15 were non residential. Again from each school, 10-15 teachers were randomly selected and finally the total sample consisted of 414 teachers out of which 196 teachers were from residential schools and 218 teachers from non residential schools. School Organizational Climate Description Questionnaire SOCDQ by M.L Sharma was used to find out the organisational climate of schools as perceived by the teachers. Teaching effectiveness of those teachers, who rated their organisational climates as most effective and least effective, was compared by using Teaching Effectiveness Observation Scale (TEOS) by Gupta & Jain (2007). The obtained data was analyzed using mean, S.D's and t-test. Findings of the study indicate that within most effective climate, there was a significant difference in teaching effectiveness alongwith its aspects among teachers working in residential and non residential schools. Teaching effectiveness was found better in most effective organisational climates of residential schools. The study further revealed that 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.

Kewy words : School Organizational Climate Description Questionnaire, residential and Non residential school

Introduction

In recent years, the word organizational climate has attracted the attention of social scientists, educationists and management experts. The climate is the 'feel' of the institution, its 'personality' or its 'individuality' or its 'inner-life'. It has a great impact on the output capacity of the institution. The climate in educational institution affects the teachers and their teaching & the learners and their learning. 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. It is this climate which can be found conducive for the teachers to teach and the students may feel like learning in it. 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.

The process of education revolves around the teacher. It

got institutionalized with the entry of specialized people and professional jobs. 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. 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. 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 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.

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Study of research literature on teaching effectiveness suggests that teaching effectiveness is enhanced by open and autonomous climates (Varsheveya 1981, Natrajan & Dandepani 2002). Teaching Effectiveness has been identified as a crucial factor for the success of education reforms by such researchers as Cheng (1996), Hopkins (2000), Lieberman and Miller (1999), Piphoo (2000), and Sergiovanni (2000). Study of research literature on teaching effectiveness suggests that teaching effectiveness is enhanced by open and autonomous climates (Varsheveya 1981, Natrajan & Dhandepani 2002). Teachers perceiving their climate as autonomous exhibited better teaching effectiveness than those who perceive their climate as closed one (Sodhi 2012). Teaching Effectiveness differs significantly along the type of school organisational climate (Riti 2012). Type of school has a significant influence on the intellectual aspects of teaching effectiveness like activity based teaching, child centred approach and novel strategies of professional competency (Joseph Bella 2013). These studies establish the centrality of teaching effectiveness in the system of education. Very few studies have been conducted to assess the impact of organizational climate on teaching effectiveness of teachers. Therefore the present study was taken up to assess the impact of organizational climate on teaching effectiveness of teachers working in different types of schools viz. residential and non residential schools.

Variables Involved

In the present study, teaching effectiveness and its aspects constitute the dependent variables where as organizational climate has been treated as independent variable.

Objectives of the Study

1. To compare the teaching-effectiveness and its aspects of teachers working in most effective organizational climates of residential schools and non residential schools.
2. To compare the teaching-effectiveness and its aspects of teachers working in least effective organizational climates of residential and non residential schools.

Definitions of Key Words

Teaching Effectiveness:

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.

Organizational Climate

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.

Residential Schools

Residential schools are those schools in which students stay away from the parents and reside in the accommodation provided by the school and follow a 24 hrs fixed scheduled prescribed by the school.

Non Residential Schools

These are the schools in which student come in contact of teachers for a limited period generally six hours a day.

Method & Procedure

Method: Descriptive survey method was used in the present study.

Sample: The sample consisted of 30 schools selected out of 1500 CBSE affiliated schools located in Haryana through random sampling technique. Out of 30 schools, 15 were residential and 15 were non residential. Again from each school, 10-15 teachers were randomly selected and finally the total sample consisted of 414 teachers out of which 196 teachers were from residential schools and 218 teachers from non residential schools. By using $M \pm 1$, it was found that 85 teachers from residential schools & 61 teachers from non residential schools (who scored more than 160) perceived their organisational climates as most effective while 57 teachers from residential schools & 52 teachers from non residential schools (who scored less than 125) perceived their organisational climates as least effective. Teaching effectiveness of only those teachers working in residential and non residential schools who rated the organisational climates as most effective and least effective respectively was compared.

Tool Used

Organisational Climate Description Questionnaire (OCDQ) by M.L. Sharma (1973) was used to find out

the organisational climate of schools as perceived by the teachers. It consists of 64 items measuring different eight dimensions of organisational climate namely, disengagement, alienation, esprit, intimacy, psycho-physical hindrance, controls, production emphasis and humanized thrust. The items related with positive dimensions i.e. esprit, intimacy, production emphasis and humanize thrust were scored as 1 (rarely occurs), 2 (some times), 3 (often) and 4 (very frequently), while the items related with negative dimensions that is disengagement alienation, psycho-physical hindrance and controls were scored vice-versa i.e. 4 (rarely occurs), 3 (some times), 2 (often), 1 (very frequently)

Teaching Effectiveness Observation Scale (TEOS) by Gupta & Jain (2007) was used to assess the teaching effectiveness of those teachers who rated their instructional management behaviour as most effective or least effective. It deals with five aspects of teaching skills which encompass the entire teaching in the classroom. They are: review of home assignment, introduction of the lesson, development of the lesson, ending of the lesson, and classroom climate. Development of the lesson is further sub-divided in seven specific skills viz., explanation, communication, questioning, response management, reinforcement, use of chalkboard, and class management. It is a five-point scale ranging from '5' for 'very effective to '1' 'least effective for positive item and vice-versa.

Statistical Techniques Used: t test was used to assess the significance of difference in the teaching effectiveness of teachers perceiving their organisational climates as most effective and least effective in residential and non residential schools.

Analysis And Interpretation

The objective of the study was to compare the teaching effectiveness and its aspects i.e. review of home assignments, introduction of lesson, development of lessons, ending of lesson and classroom climate among the teachers of residential and non residential schools based on their perception about organisational climates. To achieve the objective of the study, the data were subjected to t-test for the mean scores for the teaching effectiveness and its aspects with respect to organisational climates.

Comparison of Teaching Effectiveness and its aspects for teachers working in Most Effective Organisational Climates with respect to Residential and Non Residential Schools

Here, teaching effectiveness of teachers working under most effective organisational climates of residential and non residential schools has been compared. The table 1 presents means, SD's and t values for the teachers working under residential and non residential schools. These mean scores have also been represented in fig. 1

Table 1 t values of Teaching Effectiveness and its Aspects for Teachers working in Most Effective Organisational Climates with respect to Residential and Non Residential Schools

S.No.	Teaching Effectiveness & its aspects	Residential Schools N-85		Non Residential Schools N-61		t values
		Mean	SD	Mean	SD	
	Teaching Effectiveness Aspects	289.14	11.89	259.18	13.24	2.86**
1	Review of Home Assignment	12.59	2.29	11.34	2.43	3.52**
2	Introduction of Lessons	25.38	2.15	21.86	3.15	5.19**

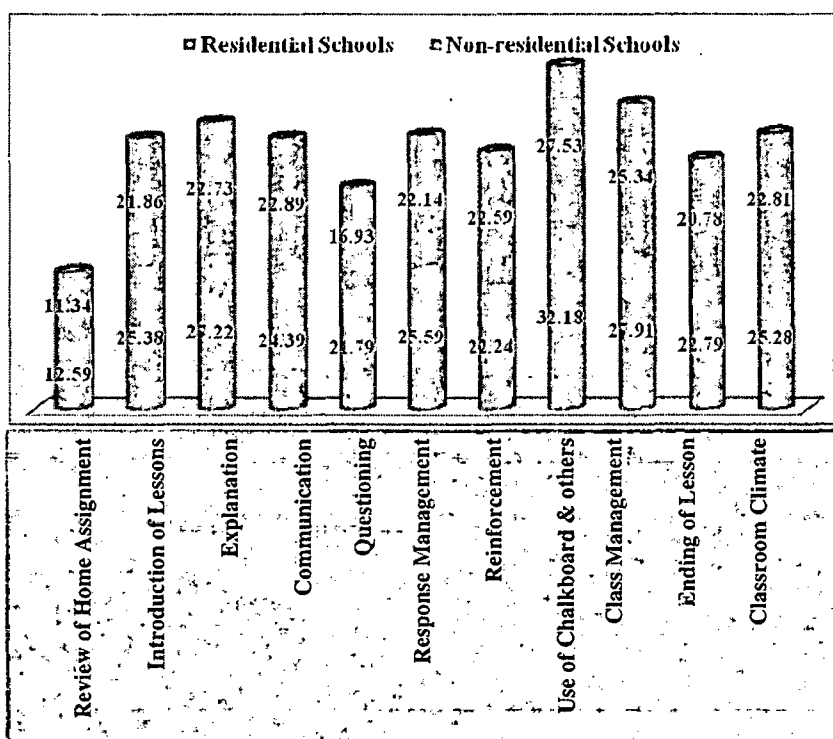
3	Development of Lessons					
	Explanation	27.22	1.59	22.73	1.67	13.78**
	Communication	24.39	1.83	22.89	1.23	3.64**
	Questioning	21.79	1.11	16.93	2.58	8.22**
	Response Management	25.59	2.11	22.14	2.41	9.49**
	Reinforcement	22.24	1.43	22.59	2.70	3.58**
	Use of Chalkboard & others	32.18	1.22	27.53	2.43	13.75**
	Class Management	27.91	1.89	25.34	2.19	5.23**
4	Ending of Lesson	22.79	2.39	20.78	2.54	3.69**
5	Classroom Climate	25.28	2.08	22.81	2.12	3.99**

** Significant at 0.01 level

A glance at table 1 indicates that mean scores of teaching effectiveness in most effective organisational climates of residential schools 289.14 in while corresponding score in most effective organisational climates of non residential schools is 259.18. t value is 2.86 which is

significant at 0.01. level. in the context of mean scores, it can be interpreted that the teaching effectiveness of teachers working in most effective organisational climates of residential schools are better than their counterparts.

Fig. 1 Mean scores of Teaching Effectiveness and its Aspects for Teachers working in Most Effective Organisational Climate of Residential & Non Residential Schools



Teaching effectiveness consists of five dimensions i.e. review of home assignments, introduction of lesson, development of lesson, ending of lesson and classroom climate development of lesson further has seven sub aspects i.e. explanation, communication, questioning, response management, reinforcement, use of chalkboard and other & class management.. In all these aspects, t values have been found to be significant in favour of residential schools. This finding establishes that the teachers of residential schools are found to be more effective in all the aspects of teaching effectiveness. These teachers not only review the home assignments of the students in a better way but they also develop their lessons more effectively. Their explanation, communication, use of chalkboard etc. are more effective than their counterparts working even in effective organisational climates of non residential schools. This finding seems strongly supporting the case of residential schools and old Gurukul system in which effectiveness of teachers can be conspicuously higher and teachers of such school systems can play a more effective role in the nation building process. These findings are in agreement with the study of Brown

(2000) which established that there was a significant correlation between the organisational climate and teachers' job satisfaction. Suman Lata (2005) had also found in her study that students' attainment levels had significant correlations with type of organisational climates found in their respective schools. Although the investigators could not detect any such study which has been conducted on the organisational climates of residential and non residential schools but the strong relationship between organisational climate and other variables proves the rationale of the findings of the present study.

Comparison of Teaching Effectiveness and its aspects for teachers working in least effective Organisational Climates with respect to Residential and Non Residential Schools

Here, teaching effectiveness of teachers working under least effective organisational climates of residential and non residential schools has been compared. The following table 2 presents means, SD's and t values of teachers working under two types of schools. These mean scores have also been represented in fig. 2.

Table 2 t values of Teaching Effectiveness and its Aspects for Teachers working in Least Effective Organisational Climates with respect to Residential and Non Residential Schools

S.No.	Teaching Effectiveness & its aspects	Residential Schools N-57		Non Residential Schools N-52		t values
		Mean	SD	Mean	SD	
	Teaching Effectiveness Aspects	206.17	27.69	226.66	21.18	8.93**
1	Review of Home Assignment	8.12	2.58	10.27	2.31	5.93**
2	Introduction of Lessons	19.19	2.04	21.33	2.12	12.46*
3	Development of Lessons					
	Explanation	21.53	2.29	21.51	3.34	8.44**
	Communication	18.89	2.54	22.56	1.45	24.19**
	Questioning	14.36	2.15	16.21	2.27	8.09**
	Response Management	20.59	2.37	21.99	1.66	9.16**
	Reinforcement	17.78	2.56	21.16	1.23	11.47**
	Use of Chalkboard & others	27.16	2.42	25.19	1.85	5.11**
	Class Management	21.18	2.43	24.12	1.73	7.43**
4	Ending of Lesson	16.81	3.41	20.03	1.76	13.41**
5	Classroom Climate	20.56	2.90	22.29	1.46	1.87**

** Significant at 0.01 level. * Significant at 0.05 level. NS Non Significant

Fig. 2: Mean scores of Teaching Effectiveness and its aspects for teachers working in Least Effective Organisational Climates of Residential and Non Residential Schools

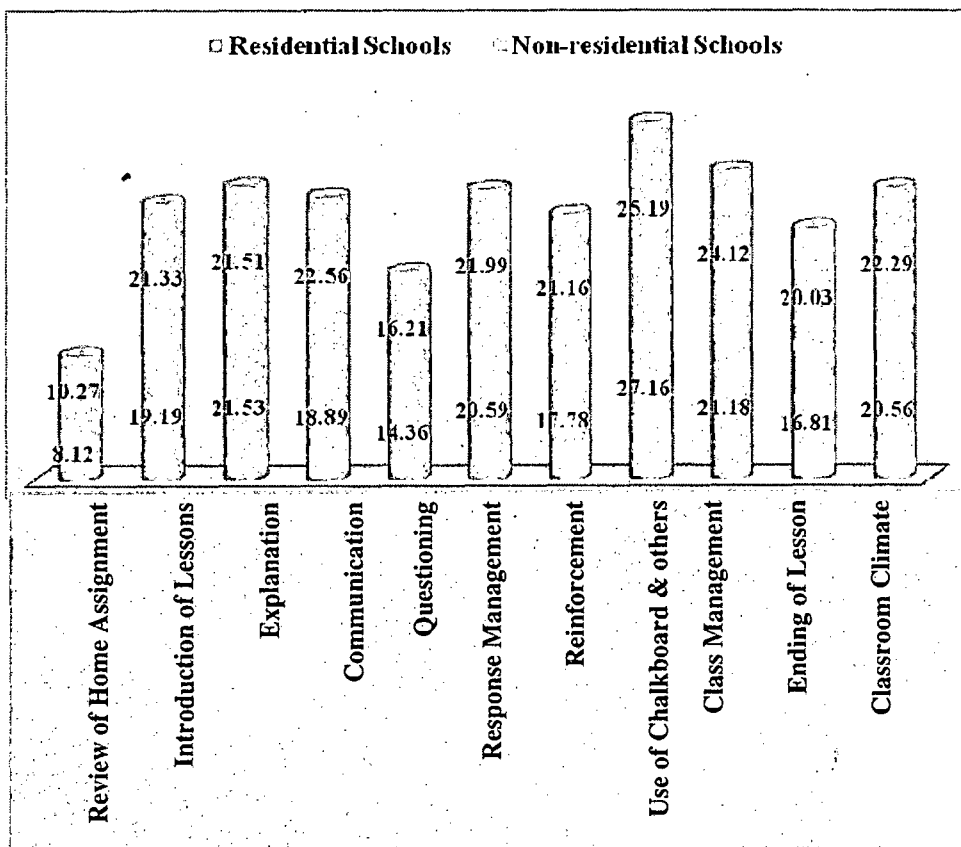


Table 2 reveals that the t value 8.93 for the mean scores (206.17 & 226.66) of teaching effectiveness of teachers working under least effective organisational climates of residential schools and non residential schools respectively is significant at 0.01 level. Difference in teaching effectiveness scores in least effective organisational climate of residential schools and non residential schools also indicates that if the organisational climates is not effective in residential schools, this may be highly counterproductive while in non residential schools it may not be that harmful in terms of its impact on teaching effectiveness. Plausible explanation for this situation may be that in non residential schools, if the organizational climate is not effective that can be compensated by other psychological and sociological factors existing in the surrounding of their respective teachers and they can manage to maintain their teaching effectiveness at some reasonable levels. But this may not be true in case of residential schools. If the climate deteriorates in

residential schools it is bound to have disastrous impact on teaching effectiveness and students' achievement.

As regards to the different aspects of teaching effectiveness, aspects like review of home assignments, introduction of lesson, communication, questioning, response management, reinforcement, class management, ending of lesson and classroom climate have higher mean scores in non residential school while score of explanation is higher in residential school as an exception. This may be due to individual reasons related to the competencies and demographic variables among teachers. These findings are supported by the study of Gupta & Jain (2007) who showed that overall teaching effectiveness scores were in strong agreement with scores of different aspects of teaching effectiveness when she compared teachers of govt. and private schools. These findings are in partial agreement the studies of Varsheneya (1981) and Saikia & Goswami (2010) who established that open and autonomous climates were more favourable for teaching

effectiveness.

Findings of the Study

- Within most effective climate, there was a significant difference in teaching effectiveness of teachers working in residential and non residential schools. Teaching effectiveness was found better in most effective organisational climates of residential schools.
- Within most effective organisational climate, all the eleven aspects of teaching effectiveness were found to be better in residential schools.
- Within least effective organisational climate, 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.
- 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

Educational Implications

The present study has established that teaching effectiveness is affected by the organisational climates of institutions. Most effective organisational climates make the teaching effectiveness better while least effective climate lowers teaching effectiveness. Type of school has also a significant influence on various aspects of teaching effectiveness. 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 the system of education in any type of school need to plan all those strategies which can make the climates of organisations more effective so that desired changes can be brought in the teaching effectiveness of teachers working in the institutions.

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