

A STUDY ON TEACHER EFFECTIVENESS OF SCHOOL TEACHERS IN RELATION TO SCHOOL ORGANIZATIONAL CLIMATE

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ABSTRACT

Healthy schools are places where teachers enjoy working with colleagues and students at the school level, school atmosphere and organizational health are factors that influence teacher effectiveness. the main objective of the study is to find out the significant difference between the effectiveness and demographic variables of school teachers. The study was conducted through descriptive survey methods and using simple random sampling techniques 300 school teachers were selected in Ariyalur district. The study found that there is a significant difference in the mean score of teacher effectiveness between the groups of school teachers with regard to gender and locality of school. the study also found that there is a significant positive correlation between teacher effectiveness and school organizational climate.

KEYWORDS: *Teacher Effectiveness, School Teachers, School Organization Climate.*

Introduction

Teacher plays an important role in social reconstruction and in the transmission of wisdom, knowledge and experiences from one generation to another. Children are the potential wealth of a nation. They are always exposed to the information of the teacher. 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 the values of a nation. It is also an architect of excellence of new values. Dr. S. Radhakrishnan has aptly remarked, "Teachers' place in society is of vital importance. He acts as the point of transmission of intellectual tradition and technical skill from generation to generation and helps keep civilization's lamp burning." The Secondary Education Commission (1952-53) has rightly said, "We are, however, convinced that the most important factor in the contemplated education reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community."

Teacher Effectiveness

The term teacher effectiveness refers to the measure of success of a teacher in carrying out institutional and other specified duties demanded by the nature of his/her position. Teacher effectiveness includes efficacy in strategies of instruction, student and classroom management, interpersonal relations, evaluation and feedback etc. The teacher effectiveness is made up of two familiar words 'teacher' and 'effectiveness'. A teacher is a person who teaches i.e., imparts knowledge or skills to the learner. 'Effectiveness' is the quality of being successful in producing an intended result' (Collin's English Dictionary). Effectiveness refers to the performance of the organizational unit called 'school.' Effective

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schools uphold the progress of students, provide them with a suitable environment and facilitate learning to explore and express and also evaluate their intellectual, social and emotional outcomes. The effectiveness of schools can be measured in terms of the average performance or achievement of students at the end of a period of formal schooling which is called as 'output' of the school. Teacher effectiveness is determined by a school's capability to accomplish its goals. The goals set should be focused on reflecting the academic ability of students. Hence the effectiveness of a school lies in achieving or exceeding its earlier set goals.

Researchers have made their efforts to arrive at a consensus on what constitutes teacher effectiveness. It differs from one context to the next and varies from time to time. The studies on teacher effectiveness indicate that the effectiveness of a school should focus not only on mere academic progress. Progress in the performance of students depends largely on the resources available and teacher effectiveness is dependent on people who are motivated to choose from competing values. In recent years studies have shown integrated approaches namely conceptual modeling and choice of variables of teacher effectiveness. There is a combination of production functions, instructional effectiveness and teacher effectiveness. The school environment, the efficient staff and management, and the appropriate and suitable learning conditions are the key variables that determine teacher effectiveness. Based on these variables the conceptual models are developed. Therefore, in the present study, teacher effectiveness has been defined in terms of combining the existing infrastructural facilities (including physical facilities in and outside the school), human resources students' performance (including curricular and co-curricular activities) and follow-up service in the school.

Need and Significance of the Study

The teacher holds the most important place in the process of education. So, there exists a great need for the teacher to be effective. This area of teacher effectiveness draws the keen interest of educationists and researchers. Teacher effectiveness has been studied in relation to various teacher-related variables. There may be many other factors also which may have a definite impact on teacher effectiveness. The school's organizational climate can be one of those factors. The concept of organizational climate has been growing fast and it is often the determining factor of the success and failure of the school. So, this study will be useful to identify the prevailing school organizational climate in various types in the Ariyalur district and their effect on teacher effectiveness. It will be helpful in determining which type of school organization is most conducive to teacher effectiveness. Since it is said that the main spring is to watch or the engine to the steamship, the headmaster is to the school. The administrative behaviour of the school head influences the overall climate of the school. The school's organizational climate significantly affects students' academic achievement, which is otherwise related to teacher effectiveness. The organizational climate of the school is an indicator of how well the organization copes with the continuing need to modify and at the same time maintain itself internally. The results of the study are also expected to be helpful in the identification of the types that may be more effective. After reviewing, the research in education, the investigator did not come across few studies on teacher effectiveness among school teachers in relation to the school organizational climate in the Ariyalur district. The present study was undertaken considering the non-existence of significant studies in this vital area.

Statement of the Problem

The present study entitled "A Study on Teacher Effectiveness of School Teachers in Relation to School Organizational Climate".

Objectives of the Study

The following are the objectives of the study,

- To find out the relationship between teacher effectiveness and socio-economic variables of school teachers.
- To find out the correlation between school organizational climate and teacher effectiveness among school teachers.

Hypotheses of the Study

The following are the hypotheses of the study,

- There is no significant difference in the mean scores of teacher effectiveness between the groups of school teachers with regard to gender.

- There is no significant difference in the mean scores of teacher effectiveness among the groups of school teachers with regard to educational qualification.
- There is no significant difference in the mean scores of teacher effectiveness among the groups of school teachers with regard to type of school.
- There is no significant difference in the mean scores of teacher effectiveness between the groups of school teachers with regard to the locality of the school.
- There is no significant correlation between teacher effectiveness and school organizational climate of school teachers.

Limitation of the Study

The investigator restricts the sample of the population from the 300 school teachers of the Ariyalur district only due to money and time.

Sample of the Study

The population for the present study has been identified as the teachers, in the Ariyalur district of Tamil Nadu. The population has been further limited to the 300 teachers who are working in various types of school sampling. Using simple random procedure from the list of schools the researcher identified 30 schools from Ariyalur District.

Statistical Techniques for Analysis of Data

The Statistical Package for the Social Sciences (SPSS) version 27.0 was used to analyse the collected data and all the hypotheses were tested at 0.05 and 0.01 levels of significance.

Analysis and Interpretation of Data

Hypothesis 1

There is no significant difference in the mean scores of teacher effectiveness between the groups of school teachers with regard to gender.

Table 1

Background Variables		N	Mean	SD	t - value	Level of Significance
Gender	Male	140	191.9507	16.47731	2.563	Significant
	Female	160	196.5909	14.67310		

From Table 1 the obtained 't' value (2.563) is greater than the table value (1.97) at 0.05 level. It is clear that there is a significant difference between male and female teacher in their teacher effectiveness. Hence, the stated null hypothesis "There is no significant difference in the mean scores of teacher effectiveness between the groups of school teachers with regard to gender" is rejected. The female teachers are having high teacher effectiveness mean scores than male teachers.

Hypothesis 2

There is no significant difference in the mean scores of teacher effectiveness among the groups of school teachers with regard to educational qualification.

Table 2

Source of Variation	Sum of Squares	df	Mean of Sum Squares	F ratio	Level of Significance
Between Group	211.814	2	105.907	0.428	Not Significant
Within Group	73480.186	297	247.408		
Total	73692.000	299			

Table 2 indicates that the obtained 'F' is 0.428, which is less than the critical value (2.42) at 0.05 level. It may be concluded that there is no significant variance among undergraduate, postgraduate, and research-qualified school teachers in their teacher effectiveness. Hence the hypothesis stated that "There is no significant difference in the mean scores of teacher effectiveness among the groups of school teachers with regard to educational qualification" is accepted. The research qualified school teachers have higher teacher effectiveness mean scores than undergraduate, and post-graduate qualified school teachers.

Hypothesis 3

There is no significant difference in the mean scores of teacher effectiveness among the groups of school teachers with regard to type of school.

Table 3

Source of Variation	Sum of squares	df	Mean of sum squares	F ratio	Level of Significance
Between Group	48.970	2	24.485	0.099	Not Significant
Within Group	73643.030	297	247.956		
Total	73692.000	299			

Table 3, it indicates that the obtained 'F' is 0.099 which is less than the critical value (3.04) at the 0.05 level. It may be concluded that there is no significant variance among government, aided and self-finance school teachers in their teacher effectiveness. Hence the hypothesis stated that "There is no significant difference in the mean scores of teacher effectiveness among the groups of school teachers with regard to type of school" is accepted. The Government school teachers have higher teacher effectiveness mean scores than the aided and self-finance school teachers.

Hypothesis 4

There is no significant difference in the mean scores of teacher effectiveness between the groups of school teachers with regard to the locality of the school.

Table 4

Background Variables		N	Mean	SD	t-value	Level of Significance
Locality of School	Rural	150	191.6667	14.52730	3.057	Significant
	Urban	150	197.1333	16.38573		

From Table 4 the obtained 't' value (3.057) is greater than the table value (1.97) at 0.05 level. It is clear that there is a significant difference between rural and urban school teachers in their teacher effectiveness. Hence, the stated null hypothesis "There is no significant difference in the mean scores of teacher effectiveness between the groups of school teachers with regard to locality of school" is rejected. The urban school teacher's teacher effectiveness mean scores are higher than the rural school teachers.

Hypothesis 5

There is no significant correlation between teacher effectiveness and school organizational climate of school teachers.

Table 5

Correlations		
	Teacher effectiveness	School Organizational Climate
Teacher effectiveness	1	.018
School Organizational Climate	.018	1

Table 5 shows that there is a significant positive correlation between teacher effectiveness and school organizational climate. Hence the stated hypothesis "There is no significant correlation between teacher effectiveness and school organizational climate of school teachers" is rejected. It is concluded that these two variables are interrelated. The school's organizational climate influences the teacher's effectiveness.

Major Findings of the Study

The following are the major findings of the study,

- There is a significant difference in the mean scores of teacher effectiveness between the groups of school teachers with regard to gender.
- There is no significant difference in the mean scores of teacher effectiveness among the groups of school teachers with regard to educational qualification.
- There is no significant difference in the mean scores of teacher effectiveness among the groups of school teachers with regard to type of school.
- There is a significant difference in the mean scores of teacher effectiveness between the groups of school teachers with regard to the locality of the school.
- There is a significant correlation between teacher effectiveness and school organizational climate of school teachers.

Recommendations of the Study

In light of the findings of the present study regarding teacher effectiveness at the secondary stage and its relationship with school organizational climate, the following suggestions are laid down for educational implications.

In the present study, the 't-test reveals that there is a significant difference in the mean scores of teacher effectiveness between the groups of school teachers with regard to gender and locality of the school. Hence, the orientation programmes for teachers should be organized regularly in the concept of teacher effectiveness particularly in the urban school teachers. At the time of orientation and training programmes the headmaster/teachers from effective schools should be specified a chance to look at their views, and exchange experiences on teaching learning techniques that are found to be effective in enhancing the teacher effectiveness at secondary education. the correlation analysis shows that teachers a significant positive correlation between teacher effectiveness and school organization climate among school teachers. Let the environment be more conducive and supportive to enable school teachers to provide education to the young generation to achieve excellence in school education. Special attention should be paid to average and effective schools to offer sound classroom climate, proper school atmosphere, and good organizational health which will go a long way in improving students' achievement.

Conclusion

In this study, the researcher found that there is a significant difference in the mean scores of teacher effectiveness between the groups of school teachers with regard to the locality of the school. The study also found that there is a significant positive correlation between teacher effectiveness and school organizational climate of school teachers. In these results the government school and aided schools to improve their teacher effectiveness. The administrator and educational officers encourage and motivate the school teachers. Teachers are encouraged to do their best in the areas where they are not performing very well. Hence the government confirm the conducive school environment. It leads to good academic performance among the teachers.

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