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TEACHING APTITUDE OF TEACHERS

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INTRODUCTION

Historically, teachers played a vital role in shaping the destiny of society and promoting the causes of peace in different classes. In ancient India, 'Teacher' or 'Guru' was called a spiritual leader and was looked upon as an ideal in the society. He was the leader of the society and even a 'King' came to him for guidance.

The question of uprightness is very important for any teacher. A teacher not only imparts knowledge which a bright student in any case can get directly from books, he also presents a role model before the students. Students come to a teacher after the classroom to seek guidance, normally regarding the subject matter in hand but often on non-academic matters also. The student believes that, because of his scholarship as well as his comparative maturity, the teacher can put him on the right path.

The relationship between a teacher and students is very important. A student can really learn from a teacher only when he commands his respect, and if he wishes to have his respect, he has to be worthy of it. One of the important preconditions for commanding the respect of students is upright behaviour.

Several educationalists in India and abroad have stressed the importance of promoting values in society through education, which is facing the crisis of character in different spheres of life. Radhakrishnan Commission (1949) held the view in addition to the search for truth through scientific and scholarly pursuits an important task of education is a concern with values. The National Policy on Education (1986) observes. "The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social, moral and national values". In this context, the role of teachers has remained important throughout.

The teachers have to perform a very responsible job of predicting the features of future society and preparing individuals to fit in that society. Due to tremendous scientific and technological development and highly efficient media, our globe is shrinking into a global village; shrinking of globe will bring the people together and, therefore, chances of conflicts among ideas, values, emotions, etc., will increase. Hence, we need individuals who can tackle these interpersonal conflicts successfully in future society. Thus, educating the individuals for such purpose is of great importance for future teachers.

If we wish teachers to have a place of honour in the community, the teachers have to continuously upgrade their professional skills, and have a code of conduct for the discharge of their duties. They must have commitment to their subject, to their students and to the nation. Teachers are often criticized for doing very little work and for having too many holidays. There is no doubt that some teachers do give room for such comments to be made about them. A teacher should remain a student throughout his life and take interest in people and social issues as well as things. Teachers have always played a major role in the social and national reconstruction and will continue to do so in future too.

THE TEACHER

“The teacher is a person whose job is to teach, especially, by giving lesson at school”. (MacMillan).

According to Balamurugan, G. (2011), the teacher is obliged to transplant the best into the pupil in order to make him a better human being, who can suitably fit himself to the sociocultural milieu of the country. One who does it more usefully and forcefully can claim to be an effective teacher and who fails to do so is of little consideration as such. Thus, a teacher claiming effectiveness in his calling must pass on the contents of the learning matter to the learner and show its result in an obvious manner. It causes change in the behaviour of the learner, for learning is nothing but a change in the behaviour of the pupil suiting the social and cultural expectations and norms of the society of which he is a member. The better and more manifest this cause in the students the more effective is the teacher.

(A) General Qualities of a Good Teacher

1. Thorough knowledge of his subject,
2. Knowledge of teaching methods,
3. Interest in the subject,
4. Love for the students,
5. Impressive personality,
6. Knowledge of educational psychology,
7. Capacity to inspire confidence in his students,
8. Proper habits and attitudes,
9. Awareness of aims,
10. Originality,
11. Knowledge of application of his subject,
12. Organizing ability,
13. Capacity of analysis and comprehensive description,

14. Up-to-date knowledge of the subject,
15. Capacity to improve things more by action than by words,
16. Studiousness,
17. Presence of mind,
18. Aesthetic and artistic outlook.

(B) Status of the Teacher in India

According to Mallikarjuna Reddy (2010), in a noble profession like teaching, very often people are heard saying that there is no status for teachers. Their status, in fact, is going down day by day. The teacher of today is not respected much. There has come a huge difference between the status of the teacher that he possessed in the past and the one that he has got now. Seen from various angles such as self-respect, monetary position, social status, etc., a marked deterioration has been noticed.

According to Mallikarjuna Reddy (2010), Apparently realizing the whole situation from the actual stock of things, there is no denying the fact that the status of the teacher is going down day by day. There could be many reasons behind the low status of the teacher. The various alternatives could be (1) the teacher himself, (2) the student community, or (3) the policies of the country.

The social status, the salaries and the general service conditions of teachers are far from satisfactory. Generally, we find that the persons of high caliber join some other professions and not the teaching line. Mostly, the mediocre type of students are seen joining teacher training courses for getting training in teaching.

The following points according to Mallikarjuna Reddy (2010), in this regard, are worthy of consideration.

1. The teacher is overburdened with work. According to the norms of the government department of education, every school teacher has to teach at least 36 periods per week. Teaching six periods a day and many a time, seven periods a day, is quite a tough job. This quantum of work makes him physically and mentally fully exhausted at the end of the school hours.
2. Apart from teaching work, every teacher has to attend to the register work, record work, games, co-curricular activities, etc. That means, he is busy with school routine almost every minute of the school.
3. The class that a teacher is generally required to teach consists of about fifty to eighty students. In such a class the teacher has to speak very loudly. The language teacher's

condition is all the more pitiable. He is also required to correct the note books of the students over and above his classroom teaching.

4. Compared with other professions, teacher's economic condition is not very sound.
5. Frustration prevails in the minds of the teachers as the society does not recognise their worth. The teaching profession is considered to be a lower type of profession. The international team headed by Dr. E.A. Pyres, in its report on the teachers and curricula in secondary schools, gave this verdict: "We believe that unless the teaching profession creates a status for itself which is reflected both in the personnel and the kind of work that is done, it cannot hold its own either economically or worth to get the recognition it needs. We must face the fact that the teachers and educators themselves are mainly responsible for the professional status of teaching".

(C) Improving the working conditions of the teacher

Teaching has been considered to be the least attractive profession. An analysis of this phenomenon has been made by Shrimali, who says that "A general survey of the teaching profession will reveal that a large majority of teachers do not enter the profession by choice but are forced into it by circumstances. It will also be found that people who go into the profession come mostly from families belonging to lower middle and lower income groups in the community. The children of administrators, professional men such as doctors, lawyers, engineers and businessmen or land lords rarely enter the teaching profession but children of farmers, small businessmen and clerks are found in abundance".

Improvement in the present conditions of the teacher is essential. The Secondary Education Commission is of the view that unless the present conditions are improved upon, education is doomed. Someone also pleads, "It is therefore essential to attract and retain the right type of men or women into the profession and give them the necessary training to increase their efficiency and create conditions in which enthusiasm for work is maintained throughout the professional life".

TEACHING APTITUDE

The word 'aptitude' is derived from the word 'aptos', which means 'fitted for'.

The term aptitude is differently defined by different psychologists, as many cases do happen, but these different definitions agree in certain essentials such as 'present ability', 'role of training', 'case of acquiring proficiency', 'interest in activity' and so on.

In the Dictionary of Education (Good, 1959), aptitude is defined 'as a pronounced innate capacity for or ability in a given line of endeavour such as a particular art, school subject or vocation'. Thus, in this definition, an aptitude refers to an individual's inborn capacities or potentialities which are indicative of some special abilities. According to

English and English (1958), it can be regarded as 'the capacity to acquire proficiency with a given amount of training'. Aptitude, in Great Illustrated Dictionary (1984), is defined as a 'natural talent, skill or ability, quickness in learning and understanding'. Here, in the above definitions, it has been emphasized that aptitude refers to the capacity of an individual to be skilled in some work receiving formal or informal training.

"Aptitude refers to those qualities characterizing person's ways of behaviour which serve to indicate how well he can learn to meet and solve certain specified kinds of problems". (Bingham).

According to Van Dusen, "Aptitude is a measure of the probable rate of learning which results in interest satisfaction and is relatively specific and narrow".

Bingham states that the concept of aptitude rests upon three assumptions.

1. An individual's potentialities are not equal.
2. Individuals differ from one another in their potentialities.
3. Many of these differences are stable.

It may be noted here that, according to Bingham, a person does not possess equally strong potentialities of all kinds. In other words, a person may do certain things with greater ease and efficiency than he might do some other things.

(A) Nature of Aptitude

The following aspects explain the nature of aptitude.

1. ***Innate or Acquired:*** The first question is: Are aptitudes innate or acquired? The answer to this question is still debated, but the majority opinion is that aptitudes are innate. Nevertheless, it is also realised that aptitudes are influenced by the environment in which the individual lives. In other words, though aptitudes are innate and mostly governed by hereditary factors, nevertheless environmental factors also play an important role. As a matter of fact, in all psychological activities of an individual, the biological and cultural factors are involved.
2. ***Constant or Variable:*** The second question which is generally raised is: Are aptitudes constant or variable? This question is related to the controversy over the constancy of the IQ. It is generally believed that the IQ of a person is more or less constant. Likewise, aptitudes are also regarded as constant. Variation occurs within the framework of environmental factors.
3. ***Unitary or Pluralistic:*** Another question is: Are aptitudes unitary or pluralistic? The answer to this question has been discovered by the application of factor analysis. Now, it is believed that aptitudes are pluralistic and unitary. Here, we

may note that when it is said that an aptitude is unitary, it implies that it is a single general characteristic. But when we say that aptitudes are pluralistic, it means that an individual has a number of mental characteristics and they can be identified through the application of factor analysis. T.L. Kelley (1928) was able to identify seven types of abilities which were indicative of pluralistic aptitudes. They were : verbal, numerical, spatial, motor, musical, social, and mechanical. These abilities are also included in the general intelligence of a person. Nevertheless, they are indicative of an individual's aptitude in different types of activity. Likewise, L. L. Thurstone (1935) discovered through factor analysis the following factors: verbal fluency, number, memory, spatial, reasoning, deduction, and induction. Thus, it is accepted that an individual may have more than one aptitude.

(B) Characteristics of Aptitude

1. It is symptomatic or indicative of one's ability for a particular work or job.
2. It connotes more than potential ability in performance and implies fitness and suitability for the activities in question. A person who cannot develop a liking for an occupation along with proficiency in it, cannot properly be said to have an aptitude for it because he lacks the necessary drive.
3. It is a present condition but with a forward reference. It is not a developed competence such as skill in solving mathematical problems or operating a tractor; rather it is a potential ability to do something.
4. Aptitude is the result of the interaction of heredity and environment. An individual is born with certain potentialities and begins to learn immediately. Thereafter, everything that he learns enables him to learn still more.
5. Aptitude embraces any characteristic which predisposes learning including intelligence, achievement, personality, interest and special skills.

Teaching aptitude is the aptitude concerned with teaching having all the above explained aspects of aptitude.

(C) SOCIAL ADJUSTMENT

Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment. (Carter V. Good) Adjustment is the satisfactory relationship, as representing harmony, conformance, adaptation or the like. (Webster)

Adjustment refers to any operation whereby an organism or organ becomes more favourably related to the environment or to the entire situation – environmental and internal. (Warren)

An individual's adjustment is adequate, wholesome or healthy to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment. (Crow and Crow)

The relationship which becomes established among the biological heritage or organism, the environment, and the personality is adjustment. Those of us who can adapt or adjust to the needs of changing conditions can live happily and successfully. We can think of adjustment as psychological survival in as much the same way as the biologists use the term adaptation to describe physiological survival.

Sometimes, the man reduces his needs and as a result he may feel satisfied within the limits of environment. He thus tries to maintain a balance between his needs and his capacity of realizing these needs and as long as this balance is maintained, he remains adjusted. As soon as this balance is disturbed, he drifts towards maladjustment.

Life presents a continuous chain of struggle for existence and survival, says Darwin. This observation is very correct as we find in our day-to-day life. Every one of us strives hard for the satisfaction of needs. In struggling to achieve something, if one finds that the results are not satisfactory, one either changes one's goal or the procedure.

By resorting to such means one protects one's self from possible injury to one's ego failure or frustration. It is a sort of shifting to more defensive position in order to face the challenges or circumstances after failing in earlier attempt or attempts. This special factor of the living organism is termed as adjustment.

The individuals who are able to adjust themselves in changed situations in their environment can live in perfect harmony and lead a happy life. In this way, adjustment, as a psychological term, is a new name for the term adaptation used in biological world. Basically, adjustment implies a satisfactory adaptation to the demands of day-to-day life.

Characteristics of a well-adjusted Person

A well-adjusted person is supposed to possess the following characteristics.

- 1. Awareness of his own strengths and limitations:** A well-adjusted person knows his own strengths and weaknesses. He tries to make capital out of his assets in some area by accepting his limitations.
- 2. Respecting himself and others:** The dislike for one self is a typical symptom of maladjustment. An adjusted individual has respect for himself as well as for others.
- 3. An adequate level of aspiration:** His level of aspiration is neither too low nor too high in terms of his own strengths and abilities.

4. **Satisfaction of basic needs:** His basic organic, emotional and social needs are fully satisfied or in the process of being satisfied. He does not suffer from emotional cramming and social isolation. He feels reasonably secure and maintains his self-esteem.
5. **Absence of a critical or fault-finding attitude:** He appreciates and goodness in objective persons or activities. He does not try to look for weaknesses and faults. His observation is scientific rather than critical or punitive. He likes people, admires their qualities and wins their affection.
6. **Flexibility in behaviour:** He is not rigid in his attitude or way of life. He can easily accommodate or adopt himself to changed circumstances by making necessary changes in his behaviour.
7. **The capacity to deal with adverse circumstances:** He is not easily overwhelmed by adverse circumstances and has the will and the courage to resist and fight odds. He has an inherent drive to master his environment rather than to passively accept it.
8. **A realistic perception of the world:** He holds a realistic vision and is not given to flights of Fancy. He always plans, thinks and acts pragmatically.
9. **A feeling of ease with his surroundings:** A well-adjusted individual feels satisfied with his surroundings. He fits well in his home and family, neighbourhood and other social surroundings. If a student likes his school, school-mates and teachers; he feels satisfied with his daily routine. When he enters a profession, he has a love for it and maintains his zeal and enthusiasm despite all odds.
10. **Balanced philosophy of life:** A well-adjusted person has a philosophy which gives direction to his life while keeping in view the demands of changed situations and circumstances. This philosophy is centered on the demands of his society, culture and his own self so that he does not clash with environment or with himself.

Social Adjustment

Social adjustment means the success with which people adjust to other people in general and to the group with which they are identified in particular.

Well adjusted people have learned such social skills as the ability to deal diplomatically with others. People who are capable of good social adjustment, usually develop favourable social attitudes such as willingness to help others.

Criteria of Social Adjustment

- 1. Over Performance:** When social behaviour of individuals as judged by the standards, well to the different groups with which they come in contact adult as well as peer groups are regarded as socially well adjusted.
- 2. Social Attitudes:** Individuals must exhibit favourable attitudes towards people, towards social participation, and towards their roles in the social groups if they are to be socially well adjusted.
- 3. Personal Satisfaction:** To be socially well adjusted, individuals must be reasonably satisfied with their social contacts and with the roles they play in social situations, whether that of leader or follower.

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*EFFECT OF FAMILY DISCIPLINE AND STUDY HABITS ON EDUCATIONAL
ACHIEVEMENT OF HIGH SECONDARY
SCHOOL STUDENTS*

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Introduction:

Education is an important tool for the all-round development of the child. Education is the step of full development of the personality of a child. Education raises the inherent powers of the child and develops them fully. Education is the art of self-realization. Education begins with the same moment, as soon as we try to reconcile the discipline.

The child is born in a family and he is unaware of this world. The Child learns social properties first in his own home. Family is the first school of the child, therefore there is a significant impact on the development of the child. The domestic discipline influences Educational achievement along with that person's Educational achievement is also influenced by what he reads and how he reads development of effective learning habits is essential for proper learning.

Study Habits and Educational Achievement:

The extent of student learning in Educational may be determined by the grades, a student earns for a period of learning has been done. It is believed that a grade is a primary indicator of such learning. However many experiences and studies found that there are also several factors that would account for the grades. No single factor can be definitely pointed out as a predicting grade. It has been an interplay of so many factors. In fact, almost all existing discipline and personal factors affecting the Educational achievement of students.

Family Discipline And Educational Achievement:

Family Discipline makes significant contributions to the scholastic achievement. When parent's give support in their children's education at home they do better in school, and when parents are involved in school affairs, children move further and further towards their goal. The assessment of Educational achievement is essential for the prediction and estimation of the possibilities for further progress.

Objectives:

1. Study the study habits of High secondary schools students.
2. Study the family Discipline of High secondary schools students.
3. Study impact of study habits of High secondary level students on their Educational achievement.
4. Study the impact of family Discipline of High secondary level students on their Educational achievement.

Hypothesis

1. There is no significant difference between student's study habits and Educational achievement.
2. There is no significant difference between student's family discipline and Educational achievement.

Delimitation

- This research is restricted to the schools of Vadodara District only.
- This research is restricted to students of High secondary schools only.

Population

The researcher has taken High secondary school's students under his own research.

Sampling

The researcher has randomly taken 60 students from three schools of Vadodara District, under his research.

Tool

In this study, using self-made tools for family discipline and study habits.

Result of higher High secondary school for Educational achievement of students.

Statistical Methods:

Mean, SD, t-value

Table-1

Details of Mean and t value of Students Family Discipline and Educational Achievement of High secondary Level

Variable	No. of Students	Mean	SD	t value	Level of Significant
Family Discipline	30	42.44	5.77	1.10	0.05 and 0.01 level
Educational Achievement	30	50.84	7.59		

After studying the above figures, it was found that the mean of the student’s family Discipline and educational achievement at the High secondary level is respectively 42.44 and 50.84 and their t value is 1.10. Thus our null hypothesis is proved that there is no significant relationship with the Educational achievement of the student’s family Discipline at the High secondary level.

Table-2

Details of mean and t value of student’s study habits and Educational achievement of High secondary level

Variable	No. of Students	Mean	SD	t value	Hypothesis
Study Habits	30	13.60	3.34	10.30	Rejected
Educational Achievement	30	18.166	2.56		

After studying the above figures, it was found that the mean of the students study habits and Educational achievement at the High secondary level is respectively 13.60 and 18.166 and their correlation value is 10.30. The t value of this demonstrates significant relation at level 0.01 and 0.05, meaning the positive relationship between study habits and Educational achievement. Thus our null hypothesis was rejected that the studies of student’s study habits at the High secondary level do not affect Educational achievement.

Findings

1. Family Discipline of High secondary school's students is not related to their Educational achievement.
2. The study habits of High secondary schools students are related to their Educational achievement.

Conclusion

Based on the findings of the research presented, it is known that even if the child's family discipline is not good, even if some external factors such as school discipline, social discipline is good, then the educational achievement of child is good and the study habits are directly related to Educational achievement. If he has good study habits his Educational achievement will definitely be good. It can be also develop good practice habits in children, which can improve their Educational achievement.

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**A STUDY ON ORGANIZATIONAL CLIMATE OF ELEMENTARY SCHOOLS
OF ANAND DISTRICT**

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INTRODUCTION

We are fortunate that we live in a democratic country. Our constitution grants the basic fundamental human right to every citizen of the nation. Education for all has been accepted in principle. In other words, universalization of education as a must has been accepted. The idea of equal opportunity operates at all levels of education system. Equal opportunity has been practiced right from the primary stage to the higher education stage.

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 is 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 thing but of inner light, not of power, but of love, making this trust its own and given expression of it." According to the Delor's commission (1996), education must be organized around four fundamental types of learning which in a way will a pillar of knowledge throughout a person's life be 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 economic, social and political development if a nation. According to American Commission on Teacher Education (1974), "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.

It is greatly acknowledged that the quality of nation depend upon the quality of education and the quality of education depends upon the efficient and effective administrative, powerful leadership and qualified teachers. There is a great need for recognizing and modernizing machinery to enable and to shoulder the new ever-growing responsibilities and to function effectively in the larger interest of the nation.

In the last decades there have been a series of research in the area of administration. As a result, the theory of organization has come into existence. This approach is identified by the study of the whole organization and application of this knowledge in a purpose-oriented situation. Since organization is a purpose oriented behavioural study, it got influenced by the system of theory model. It influenced on the behaviour of the individuals in a particular organization. Thus, pressing demand came into knowledge of such behaviour in any setting and consequently the importance has been given to the organizational climate.

All kinds of productional network need efficient men-power to run them for qualitative and quantitative productions. Educational institutions play a significant role in human resource development for this and since it is the ultimate responsibility of educational institutions. For human resource development, it becomes obligatory to study the climates of educational institutions and suggests the measures to make them still better to catering the need if the society. There are a number of studies conducted to study organizational climate of elementary, secondary and college level institutions but few studies have been carried out studying organizational climate of elementary schools which emerged in the new pattern like standard 1 to 5 as primary and standard 6 to 8 as upper primary according to rte act-2009.

In recent years, the word organization climate has attracted the attention of social scientists, educationists and management experts. Researcher have undertaken the study of the organization 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 institutions,

its personality or its individuality or its 'inner –life'. This climate has a great impact on the output capacity of the institution affects the teachers and their teaching and also to the learners and their learning.

Organizational climate deals with values and attitudes of persons in the different sub-systems existing in the school; the head-teachers; the teachers; parents; students and SMC members. 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 competences 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 headteachers, who have introduced innovations, have concentrated their efforts on creating a good 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 individuals 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. 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.

The educational institutions like schools are the places full of human interactions. Interactions generate the climate of the institutions. The organizational climate in educational setting is the result of behaviour of individual teachers, their interaction with other teachers, with other students, with other parents and with and the headteachers. The groups of teachers have functional and hierarchical order like senior-junior and vidyasahayak, headteachers etc. The pattern of functioning of the headteachers who is above all teachers operating in the school hierarchy, affects the functional and behavioural patterns of teaches. Variable like age, experience, qualification, area of the school etc. Are related to the climate. The organizational climate is the resultant accumulated effect of the way in which the headteachers interacts with teachers and the teachers interact among themselves.

General observations of an elementary school community also reveal headteachers who carry the work – load with a smile and enthusiasm and are ready to suggest new ideas to bring improvement in the school educational and administrative programme. Whereas,

there are others who simply go through the motion of administrating and teaching without much likings or enthusiasm. Meaning thereby that the morale and role perception of the headteacher is high in the former case and low in the latter case. Thus, the two crucial factors that may affect the organizational climate, leadership behaviour and role perception of headteachers and morale of the teachers.

Therefore, the researcher decided to study the organizational climate of elementary schools of Anand district.

STATEMENT OF PROBLEM

A study on organizational climate of Elementary Schools of Anand District

OBJECTIVES OF THE STUDY

The researcher had considered the following objectives which were found important to carry out the study.

1. To study the Organizational Climate of different elementary schools.
2. To study and compare the organizational climate of teachers in Government and Private Elementary schools.
3. To study and compare the Gender differences in perception of organizational climate and job satisfaction.
4. To study and compare the perceptions of organizational climate of teachers between graduate and post-graduate teachers.
5. To study and compare various dimensions of organizational climate of teachers in Open Climate and Closed Climate schools.
6. To study and compare the perceptions of organizational climate of teachers of various age groups.
7. To study and compare the perception of organizational climate of teachers according to their experience.
8. To study the relationship between the organizational climate of elementary school teachers.
9. To study the relationship and organizational climate of teachers in open climate schools.
10. To study the relationship and organizational climate of teachers in closed climate schools.

11. To study the relationship between organizational climate of teachers in government elementary schools.
12. To study the relationship between organizational climate of teachers in private elementary schools.

HYPOTHESES OF THE STUDY

1. The organizational climate of different types of elementary schools will differ.
2. There will exist significant difference in organizational climate of teachers between government and private elementary schools.
3. There will exist significant difference between male and female teachers in their perception of organizational climate and job satisfaction.
4. There will exist no significant difference in the perception of organizational climate of teachers between graduate and post- graduate teachers.
5. There will exist significant difference in various dimensions of organizational climate of teachers in open and closed climate schools.
6. There will exist no significant difference between the teachers of various age groups in their perception of organizational climate and job satisfaction.
7. There will exist no significant difference between the teachers with different years of experience in their perception of organizational climate and job satisfaction.
8. There will exist significant positive relationship between the organizational climate of elementary school teachers.
9. There will exist significant positive relationship between the organizational climate of elementary school teachers in open climate schools.
10. There will exist significant relationship between the organizational climate of elementary school teachers in closed climate schools.
11. There will exist significant relationship between the organizational climate of elementary school teachers in government elementary schools.
12. There will exist significant relationship between the organizational climate of elementary school teachers in private elementary schools.

POPULATION

The researcher had considered the population as Elementary school teachers under all Elementary school of Gujarat State was the population.

In the present study, the investigation was concerned with a sample of 400 Elementary school teachers serving in the Gujarat out of which 208 teachers were male and 192 teachers were female.

SAMPLE OF THE STUDY

The present investigation was concerned with the study of SOCDQ and TES of Elementary Schools Teachers working in different Elementary Schools of Anand. All the teachers irrespective of their academic and professional qualifications and subjects teaching in Elementary Schools in eight talukas of Anand constituted the population of the study. Sampling was done through stratified random sample technique. In this sampling method, the population is divided into a specific set of strata such that the member within each stratum had similar attributes but the members between strata had dissimilar attributes. This means that each stratum was homogeneous when compared to the population, this stratified random sample technique was done through several stages.

FINDINGS OF THE STUDY

On the basis of statistical analysis and the interpretation made in the previous chapter the researcher tried to discuss the findings of the study with reference to the research problem raised in the first chapter and to link them with the empirical findings in specific areas with the present investigation was concerned.

CONCLUSIONS OF THE STUDY

On the basis of above findings and discussions the following conclusions were drawn as outcome of the present study.

School Organisational Climate of the Elementary Educational Institutions

The present study revealed that there is a significant mean differences exists in the school organisational climate between male and female teachers ($^{\circ}H_1 : a$). It was also found that female teachers showed better school organisational climate in their conditions. The finding regarding school organisational climate similar to the findings to the studies made by Kumar, K. (1972), Rao, R.Y. (1978), Khera, D.S. (1980) found that there was a significant mean difference between male and female teachers.

The result further indicated that there is a significance mean difference in School Organisational Climate between urban male and rural male teachers ($^{\circ}H_1:b$). It was also found that rural male teachers showed better organisational climate in their condition.

This finding supported the finding of study made by Tripathi (1973), Pandey, S. (1985) and Pattnaik, J. (1992). They also found that there is a significance difference in School Organisational Climate between urban male and rural male teachers. But the result of the study conducted by Joshi, P.M. (1980) did not lend support to the present findings. The finding indicated that there is no significance mean difference in School Organisational Climate between urban male and rural male teachers.

An important finding of the study was that there was no significance mean difference in School Organisational Climate between urban female and rural female teachers ($^{\circ}H_1 : c$). The possible reason behind these finding was prevalence of more or less similar working conditions, security of service, avenues of promotion. Furthermore both type of school also followed norms in respect of institutional facilities. So, they are similar in respect of the climate.

This finding supported the finding of the study conducted by Reddy, C. A. (1981), Baraiya, V.V. (1985), and Singh, (1988). They also found no significant difference between the climates of urban and rural teachers in Elementary schools. Dissimilar findings were found in the studies made by Hall, J. A. A. (1965). According to Hall an independent t test showed a significant difference in School Organisational Climate between urban and rural female teachers.

In the present study it was found that there was no significance mean difference in School Organisational Climate between urban male and urban female teachers ($^{\circ}H_1 : d$). This finding may be due to the prevalence of more or less similar working conditions. The result of the present study was similar with the research findings of Amaranth (1980), Shah, S. S. (1981). But the result of Jani, G.R. (1993) contradict the present finding who reported a significance difference in School Organisational Climate between urban male and female teachers.

The study revealed that there was a significance mean difference in School Organisational Climate between rural male and female teachers ($^{\circ}H_1: e$). The female teachers have perceived better climate then male teachers. The above result makes one to believe that in a task-oriented situation the female teachers may be better climate working condition than male teacher. The similar finding of the present study was Patel, K.P. (1995), Giles, F. J. (1973), Smith, J. (1976). They also found a significant difference between the climates of rural male and female teachers in Elementary schools.

Teacher Effectiveness in Teaching of the Elementary Educational Institutions

In the present study significance difference was found in Teacher effectiveness Scale between male and female teachers ($H_0 : a$). The teacher effectiveness of female Elementary school teachers showed high scores. This finding supported the notion that female teachers possess higher teaching effectiveness than male teachers. The possible reason behind this finding was that they were more conscious about their work and professions.

This finding was in parallel with the finding of the studies conducted by Mutha, D.N. (1980), Biswas and Dey (1995), Amandeep; & Gurpreet. (2005) Bansibihari, P; & Surwade, L. (2006). Mutha found that an attitudinal and personality study of male and female effective teachers was differ significant in their effectiveness. Biswas and Dey found that effectiveness of Elementary male and female school teachers differ significantly on teacher effectiveness and the female teachers had comparatively greater mean for teacher effectiveness scores indicating that the female teachers were comparatively more effective than male teacher effectiveness scores. Amandeep; & Gurpreet. also conclude that female teachers are more effective in their teaching than male teachers. Bansibihari, P and Surwade, L. found that the effect of emotional maturity on teacher effectiveness found that female teachers were emotionally more mature/stable than male teachers and emotionally more mature/stable teachers were more effective.

On the contrary, Singh, R.S. and Riti, (2000), Pachaiyappan, P. and Raj, U. (2014) revealed that no significant difference between the male and female teachers in their teaching effectiveness.

The result further indicated that there was no significance mean difference in effectiveness in teaching between urban and rural male teachers ($H_0 : b$). Rao, K and Wara, G. (1995), Baughn, C. A. (1987) also supported that no significance mean difference in effectiveness in teaching between urban and rural male teachers.

It was found that there was a significance mean difference in Teacher Effectiveness Scale between urban and rural female teachers ($H_0 : c$). It was also found that urban male teachers showed better teaching effectiveness than rural male teachers in their condition. The finding also supported the findings of the studied conducted by the researcher, Eighnd, D. E. (1987) , Sugiratham, P and Samantha, K.S. (1995). But this finding did not support the finding of Kaur, S. (2008).

The result further indicated that there is a significance mean difference in teacher effectiveness between urban male and female teachers ($^{\circ}H_2 : d$). The result also indicated urban female teachers showed significantly higher their teaching effectiveness than male teachers. This finding supported the findings of the studies conducted by Singh, R.S. (1987), Fecser, F. A. (1989), Edwin, S. A. (1991), Bakke, P. A. L. (1999). They also found that male and female teacher differ significantly in their effectiveness.

Another important finding was that there was a significance mean difference in Teacher Effectiveness Scale between rural male and female teachers ($^{\circ}H_2 : e$). The finding also supported that Singh, R.S. (1987), Tisclale, P. A. (1996), Sikora, D. A. (1997), Bakke, P. A. L. (1999). They found that there was a significance mean difference in Teacher Effectiveness Scale between rural male and female teachers.

Relationship between School Organisational Climate and Teacher Effectiveness of the Elementary Educational Institutions

In the study it was found that there was a significance relationship between school organisational climate and Teacher effectiveness of entire male and female teachers ($^{\circ}H_3$). This finding had supported the findings of the studies conducted by Bhatnagar, M. (1979), Turon, S. (1988), Prakasham, D. (1988), Gyanain, P. C. (1998), Riti, (2000), Zaiuddin, F. (2001), Babu & Kumari (2013). The result of the study revealed that organisational climate and teacher effectiveness of teachers were correlated. It was concluded that teachers were academically prepared to deal with personal philosophy about educational theory and practices of human relations and collaborative decision making processes.

IMPLICATIONS OF THE STUDY

Indeed, globalisation is affecting the economy, culture and information, internationalisation of relations and the increasing mobility of individuals, a complete revolution in the communication media and the massive advent of computerisation into a daily life and into the world of work represents both a challenge and an opportunity to the education system. In addition, because of the impact of social and other forms of change in society and the demands placed on the school system, there is a need for the constant upgrading and modernisation of the knowledge, skills and understanding

required of teachers. This has clear implication for the content and methodology of school organisational climate and effective classroom teaching.

After completion of this study some points must deserve urgent attention of the authorities, administrative and educational management effective teaching style and school climate for fulfilment and reach the above destination.

LIMITATIONS OF THE STUDY

Any research work could not be treated as the best work or an overall complete work, because of willing or unwilling and controlled or uncontrolled reasons there were some difficulties which directly or indirectly affect the study. Although great care had been taken by the researcher to follow the proper methods and techniques for the investigation, yet there were some limitations.

- i. In this study only 214 schools were taken from the purpose of the study. Total sample collected were 400. If there would be large sample size, the research would be more authentic.
- ii. Only 8 Talukas of Anand district were taken as sample.
- iii. Stratified random sampling method had been followed in selecting the sample. The researcher had considered as sample male and female teachers belonging to a few selected rural and urban schools.
- iv. The researcher adopted two different tests for measuring school organisational climate descriptive questionnaire and teacher effectiveness scale of the selected samples. It will be a better study if researcher developed those tests.
- v. The two tests worked satisfactorily in the present study, yet the researcher believed that the number of dimensions and items for the tests might be extended for better appraisal. More factors or variables can be included in the two tests.
- vi. Potential correlation between some of the independent variables (e.g. gender, race, education level, impact of technology) may also be considered so as to get more reliable results covering all variables in operation in the field.

SUGGESTIONS FOR FURTHER RESEARCH

To improve the standard and quality of education more researches should be done. In the light of present study following suggestions are offered for further research.

- i. School Organisational Climate and Teacher Effectiveness are not only important topic to the Elementary school teachers but also to the elementary, primary, college

- and university level of teachers to find the school organisational climate and teacher effectiveness.
- ii. Comparative study may be done on government school teachers and government aided school teachers to find out the school organisational climate and teacher effectiveness.
 - iii. Comparative study may be done on government Elementary school teachers and private Elementary school teachers to find out the school organisational climate and teacher effectiveness.
 - iv. Studies could also be carried out to find how organisational climate are important factor of effectiveness in teaching. This is one of the most important areas for future study.
 - v. The current study did not involve the Heads of schools (Principals). A similar study should be conducted among the head of the institution at all levels of education from the district, regional to the national level.
 - vi. Future studies on organisational climate and teacher effectiveness of teachers should be conducted among teachers from all types of schools separately. Such type of schools included Non-Government (Private) Elementary schools, Government Elementary Schools and Government Aided Elementary schools.
 - vii. School Organisational Climate and Teacher Effectiveness are multidimensional phenomenon. Thus, the research did not exhaust all the facts or factors of School Organisational Climate and Teacher Effectiveness which researcher identified. Future research should therefore include such aspects as class size, workload, communication, principal's organizational culture and many others.
 - viii. A study of the physiological factors on School Organisational Climate and Teacher Effectiveness of the Elementary level of Anand.

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