EFFECT OF ORGANISATIONAL CLIMATE ON TEACHING EFFECTIVENESS OF TEACHERS WORKING IN NON RESIDENTIAL SCHOOLS

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ABSTRACT
The present study has been designed to compare the teaching effectiveness and its aspects among teachers working in non residential schools with respect to the organisational climate. In the present study, teaching effectiveness and its aspects constitute the dependent variables whereas organisational climate has been treated as independent variable. Descriptive survey method was used for the study. The sample consisted of 218 teachers who were selected through random sampling technique out of 15 non residential schools affiliated to C.B.S.E and situated in Haryana state. 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 by using means, S.D’s and t-test. The study revealed that there was a significant difference in the teaching effectiveness of teachers working under two segments i.e. most effective instructional management behaviour and least effective instructional management behaviour in non residential schools. Teachers under most effective instructional management behaviour had better teaching effectiveness than their counterparts.

KEY WORDS: Teaching effectiveness, effect of organisational climate on teaching, teachers working in non residential schools.