
Teacher Effectiveness of Secondary School Teachers in the Context of Organizational Environment

Mr. Shivnath Singh* & Dr. Ms. M. Marion Mathew C. J**

*Research Scholar, Dept. of Teacher Education, SHUATS, Allahabad

**Professor, Dept. of Teacher Education, SHUATS, Allahabad

ABSTRACT

Present study titled “Teacher Effectiveness of Secondary School Teachers in the Context of Organizational Environment” conducted on secondary school teachers teaching in government and private school of Allahabad District. Descriptive survey method was implied to collect the data of the study. 600 teachers have been selected by using multi stage stratified random sampling technique as a sample of the study. These teachers are selected on the basis of gender, locale and type of school from the secondary school of Allahabad District. Teacher effectiveness prepared by P. Kumar and Muttha and Organizational Environment constructed by Prof. K. S. Mishrascale have been used to collect the data. Descriptive and inferential statistics (mean, standards derivation, t-value and ANOVA) have been used for analyzing and interpreting the data and its finding are conducted as: - 1. There is no significant difference in Organizational Environment and its dimensions as Creative Stimulation, Cognitive Encouragement and Permissiveness between Government and Private Secondary Schools. Difference may be due to sampling error or statistical error. While there is significant difference in Rejection and Control between Government and Private Secondary Schools and Organizational Environment of Private secondary schools, according to Creative Stimulation, Acceptance and Rejection are comparatively better than Government secondary schools. 2. There is no significant difference in Organizational Environment and its dimensions as Creative Stimulation, Cognitive Encouragement, Acceptance and Rejection between Rural and Urban secondary schools. While there is significant difference in Permissiveness and Control between Rural and Urban Secondary Schools. Organizational Environment of Urban secondary schools according to Permissiveness and Control are comparatively better than rural secondary schools. 3. There is significant difference in Teacher Effectiveness between Government and Private Teachers of Secondary School. From the observation of mean difference of Teacher Effectiveness of Government and Private Teachers it is stated that Private Teachers are more effective than Government Teachers of Secondary School. 4. There is significant difference in Teacher Effectiveness between Rural and Urban Teachers of Secondary School. It is stated that Rural Teachers are more effective than Urban Teachers of Secondary School. 5. There is significant difference in Teacher Effectiveness between Male and female Teachers of Secondary School. From the observation of mean difference of Teacher Effectiveness of Male and Female Teachers it is stated that female teachers are more effective than Male Teachers of Secondary School. 6. There is significant difference among Teacher Effectiveness of low, medium and high Organizational Environment of Secondary School. So the Teacher of low, medium and high Organizational Environment are different in their Teacher Effectiveness. Teacher of Medium Organizational Environment of Secondary School have better Teacher Effectiveness than

Teacher of low Organizational Environment of Secondary School. Teacher of high Organizational Environment of Secondary School have better Teacher Effectiveness than Teacher of medium Organizational Environment of Secondary School. Teacher of high Organizational Environment of Secondary School have better Teacher Effectiveness than Teacher of low Organizational Environment of Secondary School.

INTRODUCTION

In the last twenty years, the educational scenario has seen major changes and new concepts such as rights-based approach to elementary education, student entitlement, and shift in emphasis from literacy and basic education to secondary, higher, technical and professional education, the endeavour to extend universalization to secondary education and reshape the higher education scenario. Recent developments include a new impetus to skill development through vocational education in the context of the emergence of new technologies in a rapidly expanding economy in a globalized environment, need for innovative ways of student financing, addressing challenges of globalization and liberalization, recognition of multi-disciplinary and interdisciplinary nature of learning and knowledge, efficient use of public resources and encouraging ways of enhancing private investment and funding.

A productive that school environment needs good teaching and learning strategies, sufficient instructional materials, richer classroom ecology, pleasant school culture, child centre education, objective administration and good school physical structures. The availability of these resources can help to improve teachers' performances in the school. (Capenter, 2011, Ma & Deveda, 2012). The poor that school environment in the state made them unable to meet the expectations of students and lead to challenges of low operational quality and absence of required facilities to cater for teachers and students, which features; rampant examination malpractices, lack of parental commitment to school activities, dominant acts of indiscipline, secret cults, gangsters, illegal substance abuse, lack of proper supervision of students activities, inbuilt culture of incompetency and a general hopelessness leading to students failure, truancy. (Raymond, 2009; Wasagu, 2009; Abinboye, 2011).

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognize facts but also provides him with a readymade system of signs. It imposes on him a series of obligations. Two environments home and school share an influential space in child's life and there exists a unique juxtaposition between the two (Tucker & Bernstein, 1979). According to Sagar and Kaplan (1972), by its very nature, the family is the social-biological unit that exerts the greatest influence on the development and perpetuation of the individual's behaviour. Next to family, the school is the most important experience in the process of child development. When the child enters the school area, he or she is presented with new opportunities in terms of socialization and cognitive development. These opportunities are provided in different measures in different schools and may have a direct impact on the cognitive and affective behaviours of students. The nature of this impact can be understood if we devote our research energies to find out the environment variables that are most effective in promoting optimum development of each child's potentialities.

Gulick and Clerwick (1937) expanded Fayol's elements of POSDCORB (Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and budgeting). New Man (1950) used and revised these elements to Planning, Organizing, Assembling sources, Directing and Controlling. Similarly Sears (1950) and other educators also made similar efforts. Gregg (1957) gave seven elements (Decision making, planning, Organizing, Communicating, Influencing, Coordinating and Evaluating). According to Campbell (1958), functions of the administrator are Decision making, Programming, Stimulating, Coordinating and Appraising. Jenson et al. (1963) gave the functions Deliberating, Decision making, Programming, Stimulating, Coordinating and Appraising). Numerous so-called principles of management were developed by authorities for managing the workers of an organization. Basically all these theorists used man as a machine that could be made efficient through scientific study.

As we all know that the effectiveness of teacher plays a crucial role in the all-round development of a child. This development may be in the form of Physical, mental, social, political and environmental aspects of student life or we can say that the positive achievement of student is directly affected by the effectiveness of a teacher at any place. The quality of educational process and its product is unquestionably influenced by the teachers' job performance or in other words the effectiveness of his or her teaching. The entire edifice of education would be shaky if the performance of the teachers is weak and ineffective. Therefore, effective teacher performance is a must for educational improvement and job satisfaction.

NEED AND JUSTIFICATION

The teacher who is committed to the profession has more efficacy, job satisfaction and high competences. The committed teacher strives more for better performance and keeps abreast with latest technologies which can be useful in class room instruction for teaching learning material. If a teacher has social and emotional competencies, can recognize their emotions, emotional patterns, and tendencies and knows how to generate and use emotions which will create joy and enthusiasm to motivate learning in themselves and others. As a result they can get realistic understanding of their capabilities and recognize their emotional strengths and weaknesses.

When applied to the workplace, organizational environment involves the capacity to effectively perceive, express, understand and manage emotions in a professional and effective manner at work. Research reported that emotional literacy is positively related to general health and quality of life. People high on emotional literacy skills, maintain better health and have a positive quality of life. Though the development of organizational environment is a natural process, yet it can be enhanced as it has been concluded that organizational environment can be learned and it should be a component of leadership training. Further, new researches have indicated the importance and value of organizational environment in teacher preparation programs. According to them pre-service teacher education, induction experiences with mentoring, and alternative certification programs could be strengthened by providing organizational environment in training and preparing new teachers.

At last we can say that Teacher Effectiveness and Organizational Environment together play a very important role in the overall development of the secondary teachers as well as the educational organization. All the factors we have studied contains numerous positive effects which assist the teacher in providing their guidance to all the secondary school students in such

a way so that they can achieve higher results in their academic as well as personal life. These factors develop the cognitive abilities among the teachers and the students in a systematic manner however, patience in maintaining these factors are also essential because situation tends to vary from time to time. Teacher cannot find only positive students everywhere but they should develop the skills of positivity into them by working on these factors.

THE STATEMENT OF THE PROBLEM:

The present study has been entitled as- "**A study of Teacher Effectiveness of Secondary School Teachers in the Context of Organizational Environment**".

OBJECTIVES OF THE STUDY

Present study has been designed to achieve the following objectives:

1. To find out the Organizational Environment of Government and Private Secondary School.
2. To study the Organizational Environment of Rural and Urban Secondary Schools.
3. To find out the Teacher Effectiveness of Government and Private Teachers of Secondary Schools.
4. To analyze the Teacher Effectiveness of Rural and Urban Teachers of Secondary Schools.
5. To study the Teacher Effectiveness of male and female Teachers of Secondary Schools.
6. To compare the Teacher Effectiveness of low, medium and high Organizational Environment of Secondary School.

HYPOTHESES OF THE STUDY

Following research hypotheses constructed to achieve objective of the study. These are as follows:-

1. There is significant difference in Organizational Environment between Government and Private Secondary Schools
2. There is significant difference in Organizational Environment between Rural and Urban Secondary Schools.
3. There is significant difference in Teacher Effectiveness between Government and Private Teachers of Secondary Schools.
4. There is significant difference in Teacher Effectiveness between Rural and Urban Teachers of Secondary Schools.
5. There is significant difference in Teacher Effectiveness between Male and female Teachers of Secondary Schools.
6. There is significance difference in Teacher Effectiveness of teachers among high, average and low Organizational Environment of Secondary Schools

Operational Definition

Teacher Effectiveness- Teacher Effectiveness refers to the optimum level of efficiency and productivity on the part of the teacher in terms of academic and professional competencies, endowed with social, emotional, moral and personality characteristics. Thus it may be said as efficiency and productivity on the part of the teacher in terms of teaching skills, commitment, confidence, trustworthiness, analytical and conceptual thinking capacity, passion for learning, flexibility, initiatives and accountability. In the present study, Teacher Effectiveness is considered as scores obtained by the Secondary School Teachers on 'Teacher Effectiveness Scale' prepared by Pramod Kumar & D.N. Mutha.

Organizational Environment- The organizational environment in the context of school the organizational term as school environment. School environment is a continuously atmosphere / environment / setup where in the administration, faculty, students and as well as infrastructure facilitate it to achieve the goal for which it is established. The component of school environment includes: - 1. Creative stimulation 2. Cognitive Encouragement 3. Permissiveness 4. Acceptance 5. Rejection 6. Control

DELIMITATION OF STUDY

1. The study was confined to teachers of Secondary Schools of Allahabad district.
2. Government and Private Secondary school teachers were considered for the purpose of study.
3. Government and Private Secondary school teachers of urban and rural areas were taken into consideration.

RESEARCH METHODOLOGY

Method: - In the present study survey method of Descriptive research under the quantitative research methods were utilized to test the hypotheses proposed.

Population: -The population for the present study consists of all teachers teaching in secondary schools of Allahabad District; both Government and Private and rural and urban secondary schools that recognized by Madhyamik Shiksha Parishad, Uttar Pradesh.

Sample: -Sample involved in the present study consisted of 600 (300 males and 300 females) secondary school teachers teaching in the urban and rural areas of Allahabad.

Sample Technique: Stratified random sampling technique was used for collecting data.

Tool used

Teacher Effectiveness:-

This study Teacher effectiveness Scale were constructed by P. Kumar and Muttha.

Organisational Environment

In this study School Environment Inventory (SEI) Prepared by Prof. K. S. Mishra will be used for Organisational Environment. The component of School Environment Inventory (SEI) in this

includes: - Creative stimulation, Cognitive Encouragement, Permissiveness, Acceptance, Rejection, Control.

Analysis and Interpretation of Data

The data collected from the secondary schools of Allahabad were put to statistical treatment. The hypothesis framed was statistical tested and the following result was obtained:-

Objective 1: To study the Organizational Environment of Government and private secondary schools of Allahabad.

Hypothesis Ho: There is no significance difference in the Organizational Environment of Government and private secondary schools of Allahabad.

Research Hypothesis H₁: There is significance difference in the Organizational Environment of Government and private secondary schools of Allahabad.

The first main objective of the study was to study the Organizational Environment Government and private secondary schools of Allahabad. In order to find out whether there exists any significance difference in Organizational Environment of Government and private secondary schools of Allahabad. Descriptive analysis frequency count and percentage and further analysis by inferential statistics t-test are computed and the results of analysis are shown in the table 1

Table-1: Mean, SD and t-ratio showing difference between Government and Private Secondary Schools with respect to Organizational Environment and its dimensions

Source	Type of School	N	Mean	S. D.	t-ratio
Creative Stimulation	Government	300	57.18	10.981	.687
	Private	300	56.55	11.364	
Cognitive Encouragement	Government	300	27.24	6.903	.032
	Private	300	27.22	5.973	
Acceptance	Government	300	24.76	5.898	2.756*
	Private	300	26.06	5.652	
Permissiveness	Government	300	25.47	6.455	.537
	Private	300	25.73	5.196	
Rejection	Government	300	19.73	5.693	2.361*
	Private	300	20.81	5.476	
Control	Government	300	26.46	6.575	2.015*
	Private	300	27.52	6.310	
Overall Organizational Environment	Government	300	180.84	27.018	1.394
	Private	300	183.89	26.556	

*Significant at .05 level of significance,

From the table-1 it is clear that the calculated value of t-ratio of Organizational Environment is 1.394 which is less than the table value which is significant at 0.05 level. Therefore the null hypothesis stating that “There is no significant difference in Organizational Environment between Government and Private Secondary Schools” is accepted and the research hypothesis is rejected ‘There is significant difference in Organizational Environment between Government and Private Secondary Schools”. The calculated value of t-ratio of following dimensions of Organizational Environment as Creative Stimulation, Cognitive Encouragement and Permissiveness is also not significant at 0.05 level. Hence it is stated that there is no significant difference in Organizational Environment between Government and Private Secondary Schools and there is no significant difference in the following dimensions of Organizational Environment as Creative Stimulation-.687, Cognitive Encouragement-.032 and Permissiveness- .537 between Government and Private Secondary Schools. Table no. 4.1.1A shows that t-ratio related to following dimensions of Organizational Environment like Rejection - 2.361 and Control - 2.015 is significant at .05 level. Hence it is stated that there is significant difference in Rejection and Control between Government and Private Secondary Schools. This finding is supported by Ranjan Bala (2017)

Objective 2: To study the Organizational Environment of Rural and Urban secondary schools of Allahabad

Hypothesis Ho: There is no significance difference in the Organizational Environment of Rural and Urban secondary schools of Allahabad

Research Hypothesis H₁: There is significance difference in the Organizational Environment of Rural and Urban secondary schools of Allahabad

The second main objective of the study was to study the Organizational Environment Rural and Urban secondary schools of Allahabad. In order to find out whether there exists any significance difference in Organizational Environment of Rural and Urban secondary schools of Allahabad. Descriptive analysis frequency count and percentage and further analysis by inferential statistics t-test are computed and the results of analysis are shown in the table 2.

Table- 2 Mean, SD and t-ratio showing difference between Rural and Urban Secondary Schools with respect to Organizational Environment and its dimensions.

Source	Area	N	Mean	S. D.	t-ratio
Creative Stimulation	Rural	300	57.09	10.994	.497
	Urban	300	56.64	11.355	
Cognitive Encouragement	Rural	300	27.58	6.893	1.349
	Urban	300	26.87	5.963	
Acceptance	Rural	300	25.18	6.145	.984
	Urban	300	25.65	5.450	
Permissiveness	Rural	300	26.11	6.752	2.161*
	Urban	300	25.08	4.750	
Rejection	Rural	300	20.34	5.808	.313

	Urban	300	20.20	5.406	
Control	Rural	300	25.58	6.983	5.487*
	Urban	300	28.41	5.553	
Overall Organizational Environment	Rural	300	181.89	24.944	.437
	Urban	300	182.84	28.586	

From the table- 2 it is clear that the calculated value of t-ratio of Organizational Environment is 0.437 which is less than the table value significant at 0.05 level. Therefore the null hypothesis stating that “There is no significant difference in Organizational Environment between Rural and Urban Secondary Schools” is accepted and the research hypothesis is rejected ‘There is significant difference in Organizational Environment between Rural and Urban Secondary Schools’. The calculated value of t-ratio of following dimensions of Organizational Environment as Creative Stimulation, Cognitive Encouragement, Acceptance and Rejection is also not significant at 0.05 level. Hence it is stated that there is no significant difference in Organizational Environment between Rural and Urban secondary schools and there is no significant difference in following dimensions of Organizational Environment as Creative Stimulation-.497, Cognitive Encouragement-1.349, Acceptance-.984 and Rejection-.313 between Rural and Urban Secondary Schools. Table no. 4.11 shows that t-ratio related to following dimensions of Organizational Environment like Permissiveness -2.161 and Control -5.487 is significant at .05 level. Hence it is stated that there is significant difference in Permissiveness and Control between Rural and Urban Secondary Schools. A similar result was found by Nwachukwu, Philip O. et al (2014).

Objective 3:To find out the Teacher Effectiveness of Government and Private Secondary Schools Teachers of Allahabad
Hypothesis Ho: There is no significance difference in the Teacher Effectiveness of Government and Private Secondary Schools Teachers of Allahabad

Research Hypothesis H1: There is significance difference in the Teacher Effectiveness of Government and Private Secondary Schools Teachers of Allahabad

The third main objective of the study was to find out the Teacher Effectiveness Government and Private Secondary Schools Teachers of Allahabad. In order to find out whether there exists any significance difference the Teacher Effectiveness of Government and Private Secondary Schools Teachers of Allahabad. Descriptive analysis frequency count and percentage and further analysis by inferential statistics t-test are computed and the results of analysis are shown table 3

Table-3 Mean, SD and t-ratio showing difference between Government and private Secondary Schools with respect to Teacher Effectiveness

Teacher Effectiveness	Type of School	N	Mean	S. D.	t-ratio
	Government	300	188.54	47.571	228.66*
	Private	300	268.47	37.445	

From the table-3 it is clear that the calculated value of t-ratio 228.66 is greater than the table value of t-ratio at .05 level. Therefore the null hypothesis is rejected at .05 level that 'There is no significant difference in Teacher Effectiveness between Government and Private Teachers of Secondary Schools' and the research hypothesis is accepted that "there is significant difference in Teacher Effectiveness between Government and Private Teachers of Secondary School'. Hence it is stated that there is significant difference in Teacher Effectiveness between Government and Private Teachers of Secondary School. This finding is supported by Anjali Kumari (2014)

Objective 4: To find out the Teacher Effectiveness of Rural and Urban Secondary School Teachers of Allahabad

Hypothesis Ho: There is no significance difference in the Teacher Effectiveness of Rural and Urban Secondary School Teachers of Allahabad

Research Hypothesis H1: There is significance difference in the Teacher Effectiveness of Rural and Urban Secondary School Teachers of Allahabad.

The fourth main objective of the study was to find out the Teacher Effectiveness of Rural and Urban Secondary School Teachers of Allahabad. In order to find out whether there exists any significance difference the Teacher Effectiveness of Rural and Urban Secondary School Teachers of Allahabad. Descriptive analysis frequency count and percentage and further analysis by inferential statistics t-test are computed and the results of analysis are shown table 4

Table-4 Mean, SD and t-ratio showing difference between Rural and Urban secondary School Teachers with respect to Teacher Effectiveness.

Teacher Effectiveness	Area	N	Mean	S. D.	t-ratio
	Rural	300	244.15	41.672	6.784*
	Urban	300	212.86	68.133	

From the table-4 it is clear that the calculated value of t-ratio 6.784 is greater than the table value of t-ratio at .05 level of significance. Therefore the null hypothesis is rejected at .05 level of significance that 'There is no significant difference in Teacher Effectiveness between Rural and Urban Teachers of Secondary Schools' and the research hypothesis is accepted that "there is significant difference in Teacher Effectiveness between Rural and Urban Teachers of Secondary School'. Hence it is stated that there is significant difference in Teacher Effectiveness between Rural and Urban Teachers of Secondary School. This finding is supported by Binti Dua (2016).

Objective 5: To find out the Teacher Effectiveness of Male and Female Secondary School Teachers of Allahabad

Hypothesis Ho: There is no significance difference in the Teacher Effectiveness of Male and Female Secondary School Teachers of Allahabad

Research Hypothesis H1: There is significance difference in the Teacher Effectiveness of Male and Female Secondary School Teachers of Allahabad.

The fifth main objective of the study was to find out the Teacher Effectiveness of Male and Female Secondary School Teachers of Allahabad. In order to find out whether there exists any

significance difference the Teacher Effectiveness of Male and Female Secondary School Teachers of Allahabad. Descriptive analysis frequency count and percentage and further analysis by inferential statistics t-test are computed and the results of analysis are shown table 5

Table-5 Mean, SD and t-ratio showing difference between Male and Female secondary School Teachers with respect to Teacher Effectiveness.

Teacher Effectiveness	Gender	N	Mean	S. D.	t-ratio
	Male	300	209.69	65.217	8.303*
	Female	300	247.32	43.662	

From the table- 5 it is clear that the calculated value of t-ratio 8.303 is greater than the table value of t-ratio at 0.05 level of significance. Therefore the null hypothesis is rejected at .05 level of significance that 'There is no significant difference in Teacher Effectiveness between Male and female Teachers of Secondary School' and the research hypothesis is accepted that "There is significant difference in Teacher Effectiveness between Male and female Teachers of Secondary School'. Hence it is stated that there is significant difference in Teacher Effectiveness between Male and female Teachers of Secondary School. Similar results was founded by Nautiyal et al (2016)

Objective 6: To compare the Teacher Effectiveness of teachers of high, average and low Organizational Environment of Secondary Schools

Hypothesis H₀: There is no significance difference in Teacher Effectiveness of teachers among high, average and low Organizational Environment of Secondary Schools

Research Hypothesis H₁: There is significance difference in Teacher Effectiveness of teachers among high, average and low Organizational Environment of Secondary Schools.

The sixth main objective of the study was to compare the Teacher Effectiveness of teachers of high, average and low Organizational Environment of Secondary Schools of Allahabad. In order to find out whether there exists any significance difference the Teacher Effectiveness of teachers among high, average and low Organizational Environment of Secondary Schools Allahabad. Descriptive analysis frequency count and percentage and further analysis by inferential statistics t-test and ANOVA are computed and the results of analysis are shown table 6.

Table 6.1: Mean and S.D. for Teacher Effectiveness of Teacher of Low, Medium and High Organizational Environment of Secondary School

Group	N	Mean	Std. Deviation	Std. Error
Low	150	192.38	46.362	3.785
Medium	300	230.63	54.111	3.124
High	150	260.39	58.433	4.771

From the table 6.1, it can be seen that, Teacher Effectiveness of Teacher of low Organizational Environment of Secondary School is 192.38, Teacher Effectiveness of medium Organizational

Environment of Secondary School is 230.63 and Teacher Effectiveness of high Organizational Environment of Secondary School is 260.39. So it is found that there is difference among Teacher Effectiveness of Teacher of low, medium and high Organizational Environment of Secondary School.

Table 6.2 ANOVA of Teacher Effectiveness of Low, Medium and High Organizational Environment of Secondary School

Source	Sum of Squares	Df	Mean Square	F
Between Groups	349568.885	2	174784.442	61.219*
Within Groups	1704465.100	597	2855.050	
Total	2054033.985	599		

From the results of the above table 6.2 it can be seen that, a significant difference was observed among Teacher Effectiveness of low, medium and high Organizational Environment of Secondary School in relation to Organizational Environment $F=61.219$ at .05 level of significance. Hence, the null hypothesis is rejected that is 'There is no significant difference among Teacher Effectiveness of low, medium and high Organizational Environment of Secondary School, and alternative hypothesis is accepted that is 'There is significant difference among Teacher Effectiveness of low, medium and high Organizational Environment of Secondary School.' It means that, the Teacher of low, medium and high Organizational Environment are different in their Teacher Effectiveness.

After the interpretation of analysis of variance it is necessary to know that in which mean significant difference in Teacher Effectiveness of Teacher of Secondary School. So that it is determined the following objectives related to Teacher Effectiveness of low, medium and high Organizational Environment of Secondary School-

1. A comparative study of Teacher Effectiveness of Teacher of low and medium Organizational Environment of Secondary School.
2. A comparative study of Teacher Effectiveness of Teacher of medium and high Organizational Environment of Secondary School.
3. A comparative study of Teacher Effectiveness of Teacher of high and low Organizational Environment of Secondary School.

After the analysis of analysis of variance t-test used to study about above objectives and calculated t-value is given below table no. Table 6.3-

Table 6.3: t-value of Mean Plot of Teacher Effectiveness of Teacher of Low, Medium and High Organizational Environment of Secondary School.

Group	Mean Difference	Std. Error	t-value
Low- medium	38.247	4.908	7.792*
Medium- high	29.760	5.703	5.218*
High- low	68.007	6.090	11.166*

It is observed from Table 6.3 that the Mean Difference of Teacher of Low and Medium Organizational Environment are 38.247 with Standard Error 4.908 on Teacher Effectiveness. The calculated t-value is 7.792 which is greater than table value even at .05 level. So, it is significant at .05 levels. It indicates that there exists significant difference in Teacher Effectiveness between low and medium Organizational Environment of Secondary School. So it stated that Teacher of Medium Organizational Environment of Secondary School have better Teacher Effectiveness than Teacher of low Organizational Environment of Secondary School.

Table 6.3 shows that the Mean Difference of Teacher of Medium and high Organizational Environment is 29.760 with Standard Error 5.703 on Teacher Effectiveness. The calculated t-value is 5.218 which is greater than table value even at .05 level. So, it is significant at .05 level. It indicates that there exists significant difference in Teacher Effectiveness between Medium and high Organizational Environment of Secondary School. So it stated that Teacher of high Organizational Environment of Secondary School have better Teacher Effectiveness than Teacher of medium Organizational Environment of Secondary School.

From the above Table 6.3 shows that the Mean Difference of Teacher of high and low Organizational Environment is 68.007 with Standard Error 6.090 on Teacher Effectiveness. The calculated t-value is 11.166 which is greater than table value even at .05 level. So, it is significant at .05 level. It indicates that there exists significant difference in Teacher Effectiveness between high and low Organizational Environment of Secondary School Teacher Effectiveness. So it stated that Teacher of high Organizational Environment of Secondary School have better Teacher Effectiveness than Teacher of low Organizational Environment of Secondary School.

This finding is supported by Nwachukwu, Philip O. et al (2014).

SUMMARY AND CONCLUSIONS:-

Sample of 600 secondary school teachers including government and private school teachers; rural and urban school teachers; male and female teachers of secondary schools. The sample was drawn using stratified random sampling method. Present study carried out in different secondary school in Allahabad district. Mean, SD, t test and ANOVA were computed for testing the validity of the hypotheses. Following conclusions were drawn from the results:-

1. There is no significant difference in Organizational Environment and its dimensions as Creative Stimulation, Cognitive Encouragement and Permissiveness between Government and Private Secondary Schools. Difference may be due to sampling error or statistical error. While there is significant difference in Rejection and Control between Government and Private Secondary Schools and Organizational Environment of Private secondary schools, according to Creative Stimulation, Acceptance and Rejection are comparatively better than Government secondary schools.
2. There is no significant difference in Organizational Environment and its dimensions as Creative Stimulation, Cognitive Encouragement, Acceptance and Rejection between Rural and Urban secondary schools. While there is significant difference in Permissiveness and Control between Rural and Urban Secondary Schools. Organizational Environment of Urban

secondary schools according to Permissiveness and Control are comparatively better than rural secondary schools.

3. There is significant difference in Teacher Effectiveness between Government and Private Teachers of Secondary School. From the observation of mean difference of Teacher Effectiveness of Government and Private Teachers it is stated that Private Teachers are more effective than Government Teachers of Secondary School.
4. There is significant difference in Teacher Effectiveness between Rural and Urban Teachers of Secondary School. It is stated that Rural Teachers are more effective than Urban Teachers of Secondary School.
5. There is significant difference in Teacher Effectiveness between Male and female Teachers of Secondary School. From the observation of mean difference of Teacher Effectiveness of Male and Female Teachers it is stated that female teachers are more effective than Male Teachers of Secondary School.
6. There is significant difference among Teacher Effectiveness of low, medium and high Organizational Environment of Secondary School. So the Teacher of low, medium and high Organizational Environment are different in their Teacher Effectiveness. Teacher of Medium Organizational Environment of Secondary School have better Teacher Effectiveness than Teacher of low Organizational Environment of Secondary School. Teacher of high Organizational Environment of Secondary School have better Teacher Effectiveness than Teacher of medium Organizational Environment of Secondary School. Teacher of high Organizational Environment of Secondary School have better Teacher Effectiveness than Teacher of low Organizational Environment of Secondary School.

Educational Implication

One of the important studies to indicate that there is no significant difference in Organizational Environment and its dimensions as Creative Stimulation, Cognitive Encouragement and Permissiveness between Government and Private Secondary Schools. But there is significant difference in Rejection and Control between Government and Private Secondary Schools. In educational research, the selection of the problem is generally conditioned by the scope of improvement in the field of education, but the problem was selected, must have an impact for improvement on the academic as well as education side. Stress in job or confrontation with reality which is totally different from one's expectations and dreams, gives a teacher the strength for transforming herself or himself into a powerful person. This study will fill a vacuum. Since no such type of study has been conducted in this aspect with Teachers of Secondary School Teachers, findings of the study are immense help to teachers, administrators, parents, curriculum planners, and principal and education policy maker. The study will also be helpful to counselor and other persons who are actively involved in research.

The present study will undoubtedly enrich the existing stock of knowledge in the field of education. The study has great relevance for the teachers. Thus, the finding may be particularly useful for educational planners, thinkers, demographers, teachers, psychologists, administrators and policy makers especially concerned with the infrastructure of schools. The present study has given a clear picture of the current situation to help and identify the factors responsible for Teacher Effectiveness creating problems in the life of secondary school teachers and then how to

cope with them to develop harmonious relationship between performance and school environment of teachers.

The government policies are emphasizing to encourage the weaker section of the society by providing more and more facilities and educational opportunities to the Teachers of Secondary School. In spite of the fact that many opportunities are being provided, Teachers of Secondary School still find themselves lacking in availing the educational opportunities. These facilities in the area of education are a question, which needs more and more attention of the educationists, planner and the researchers.

It is also helpful to teachers. They can have the knowledge that if in school creative activities are given encouragement to the Teachers then it can bring high academic achievement. They must be provided congenial environment at home.

SUGGESTIONS FOR FURTHER RESEARCH

- A comparative study can be conducted on government and nongovernment school teachers.
- A similar study can be conducted on a group of arts and science Teachers.
- A study can be conducted to compare adjustment of teachers of two different states.
- Comparative study can be conducted on teachers of different economic classes and castes.
- Comparative study can be conducted with reference to creative Teachers and with different level of intelligence.
- Present study was conducted on the teachers of secondary level only, similar attempt can be made at elementary as well as higher secondary school teachers.
- Similar studies may also be taken to study the variables like socio-economic status, rural and urban etc.
- Similar studies may be conducted at higher education.
- Study can be conducted on college lecturers.
- The present study has been conducted by using the statistical techniques like 't' test and ANOVA. Similar study can be conducted by using correlation etc.

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