

EFFECT OF PRINCIPALS INSTRUCTIONAL MANAGEMENT BEHAVIOUR ON TEACHING EFFECTIVENESS OF TEACHERS: A STUDY OF NON RESIDENTIAL SCHOOLS

***Dr. Madhu Gupta* & **Dr. Rishi Goel**

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 instructional management behaviour of their principals. In the present study, teaching effectiveness and its aspects constitute the dependent variables whereas instructional management behaviour of principals 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 Principals Instructional Management Behaviour Rating Scale by Hallinger (1983) was used to find out the instructional management behaviour of the principals of the non residential schools as perceived by the teachers. Teaching effectiveness of those teachers, who rated the instructional management behaviour of their principals as most effective and least effective, was observed by using Teaching Effectiveness Observation Scale (TEOS) developed by Gupta & Jain. 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.

Keywords: *Teaching effectiveness*

INTRODUCTION

The most critical role of the school administrators is the organization, management, and control of the staff in the school. During the last few years, increasing attention has been given to the instructional management role of school principals. The concept of managerial behaviour is important because it suggests the necessity of bringing

* Professor, Dept. of Education, M.D. University, Rohtak, madhugupta1621@gmail.com

** Principal, Geeta Niketan Awasia School, Kurukshetra, rishigoelkkr@gmail.com 1

together the managerial roles for more effective task performance, organizational climate and human satisfaction. The behaviour of the principal affects the behaviour of the teachers and their professional responsibilities, morale and the receptivity of innovative ideas and institutional practices. Being the head of the educational institution, principal has to perform all these managerial duties and he has to tackle all the affairs concerning administration and management of staff, equipment and students. Collective behaviour of the staff of the institution constitutes the climate which in turn shapes the 'inner life' of the institution, and this 'inner life' of the institution helps in improving the quality of institution and ultimately the quality of achievement of the students. So the chain starts from the leader or principal and ends in the students. To start reversely, the good response from pupils feed back to teachers and the teachers' professional responsibility is enhanced, and this enhanced teachers' professional responsibility gives a feedback to the principal who in turn moulds the mode of instructional management behaviour and it improves organizational climate of school. In a real sense, Principal's instructional management behaviour deals mainly with planning, organizing, and controlling teacher behaviour to achieve organizational goals, but also includes monitoring and controlling resources. It is a more restricted type of managerial activity that focuses on the interpersonal, relations between principals; and teachers with the purpose of increasing school effectiveness.

Teaching is a series of actions through which teacher attempts to bring desired behavioural changes among the students. It is a step to bring about greater opportunity for the students to become educated. It is a complex situation with a wide range of activities wherein the teacher is considered to be the central point. Teaching effectiveness involves a set of teaching behaviours which are specially effective in bringing about desired changes in students learning. Teaching effectiveness refers to the set of knowledge, abilities and beliefs a teacher possesses and brings to the teaching situation. Effectiveness of the teacher depends on the ability of the teacher to get along with the pupils in interpersonal relationship. Teaching effectiveness is mainly used to the results a teacher gets or to the amount of progress the pupils make towards some specified goal of education.

* Professor, Dept. of Education, M.D. University, Rohtak

** Principal, Geeta Niketan Awasia School, Kurukshetra

The implication of this is that teaching effectiveness must be defined and expressed in terms of behaviour of pupils and not in behaviours of teachers because the amount that pupils learn is also strongly affected by factors, not under the teacher's control.

Study of research literature on teaching effectiveness suggests that teaching effectiveness is enhanced by open and autonomous climates (Varsheveya 1981, Natrajan & Dandepani 2002). Principals with more experience were rated higher on the Instructional Management Rating Scale (Duryoa, 1988). Student performance was found to be linked with effectiveness of instructional leadership (Das, 1994). Instructional leadership is shaped by personal beliefs, characteristics and personality (Devenport, 1984). Teaching effectiveness is positively correlated with the level of motivation (Raj 2000). (Kagthala 2002) found that teaching effectiveness was positively related with fluency, flexibility, originality, composite creativity and intelligence, Dimensions of job satisfaction of teachers i.e. salary benefit, community aspects, family life were found significantly related with teaching effectiveness (Gupta 1991 and Goel 2013). Formulating of school goals and observing instructional technique were reported to be most important instructional management activities by the principals (Strokes 1984). Principals with 20 or more years of administrative experience were found to be significantly more engaged in framing of school goals. (Peariso, 2011). Goel & Gupta reported that residential school teachers perceived the Instructional Management Behaviour of their school principals as better one. Framing of school goals, communicating of school goals and supervision and evaluation of instruction were found to be better placed in instructional management behaviour of principals of residential schools. All these studies make it amply clear that instructional management behaviour is a key factor in deciding the overall effectiveness of the school. Therefore, keeping in view the above, the present study is aimed at penetrating the effect of Instructional Management Behaviour of the principals on the teaching effectiveness of school teachers who play the central role in education process.

VARIABLES INVOLVED

In the present study, teaching effectiveness and its aspects constitute the dependent variables whereas instructional management behaviour of principals has been treated as independent variable.

* Professor, Dept. of Education, M.D. University, Rohtak

** Principal, Geeta Niketan Awasia School, Kurukshetra

OBJECTIVE OF THE STUDY

The present study was conducted to compare the teaching effectiveness along with its aspects among teachers working in non residential schools with respect to the instructional management behaviour of their principals.

DEFINITIONS OF KEY WORDS

Instructional Management Behaviour (IMB): Principals Instructional Management Behaviour includes those processes both mental and physical that the principal uses which result in other people executing formal and informal duties to achieve organizational goals.

Teaching Effectiveness: When teaching process results in changes in overt and covert behaviour of student and knowledge and personality of the teacher are actually transmitted to the student the teaching is said to be effective.

Non Residential Schools

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

METHODOLOGY

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

Sample: In the present 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. By using $M \pm 1\sigma$, it was found that 51 teachers have perceived instructional management behaviour of their principals as most effective (scored more than 200) and 58 teachers have perceived instructional management behaviour of their principals as least effective (scored less than 125). Teaching effectiveness of only those teachers (51 & 58) who rated the instructional management behaviour of principals as most effective and least effective respectively was compared.

Tool Used

Principal's Instructional Management Rating Scale (PIMRS) by Philip Hallinger (1983) was used to find out the instructional management behaviour of the principals in the non residential schools as perceived by their teachers. The scale consists of 75 likert type items distributed over 10 dimensions. Items were positively worded. The respondents were

* Professor, Dept. of Education, M.D. University, Rohtak

** Principal, Geeta Niketan Awasia School, Kurukshetra

requested to indicate or tick mark (✓) any one of the five choices of the extent to which each statement characterizes/reflects the Instructional Management Behaviour of the principal during the past school year. The scale against which the respondents indicated their choices was defined by five categories as almost always, frequently, sometimes, seldom, and almost never. For scoring these five categories of responses, 5 successive integers have assigned i.e. 4.3.2.1.0 respectively. The items were scored for all the respondents according to their values and a total score of the individual was calculated.

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

Statistical Techniques Used

t-test was used to assess the significance of difference in the teaching effectiveness of the teachers working under most effective and least effective instructional management behaviour of principals in non residential schools.

RESULTS AND DISCUSSION

The objective of the study was to compare the teaching effectiveness and its aspects i.e. review of home assignments, introduction of lesson, development of lessons, ending of lesson and classroom climate among the teachers working under most effective and least effective instructional management behaviour of principals in non residential schools. To achieve this objective, the data were subjected to t-test for the mean scores for the teaching effectiveness and its aspects of teachers with respect to instructional management behaviour. The table1 presents means, SD's and t values of teachers working under two types of management behaviours of non residential schools. These mean scores have also been represented in fig. 1.

* Professor, Dept. of Education, M.D. University, Rohtak

** Principal, Geeta Niketan Awasia School, Kurukshetra

Table 1

t values of Teaching Effectiveness and its aspects for teachers working in Non Residential Schools with respect to Principals' Instructional Management Behaviour

S. No.	Teaching Effectiveness & its aspects	Most Effective Instructional Management Behaviour N-51		Least Effective Instructional Management Behaviour N-58		t values
		Mean	SD	Mean	SD	
	Teaching Effectiveness Aspects	212.38	27.64	203.35	23.63	2.83**
1	Review of Home Assignment	9.35	3.07	9.77	3.62	0.89(NS)
2	Introduction of Lessons	22.31	2.31	19.34	3.01	3.31**
3	Development of Lessons					
	Explanation	19.5	1.45	19.45	2.45	0.29(NS)
	Communication	21.79	1.09	19.33	1.09	2.78**
	Questioning	14.21	2.13	14.18	2.12	0.38(NS)
	Response Management	19.24	1.9	16.38	1.79	3.73**
	Reinforcement	18.62	1.98	17.64	1.76	1.67(NS)
	Use of Chalkboard & others	24.42	1.82	22.39	1.89	2.94**
	Class Management	24.62	2.38	22.21	1.91	2.26**
4	Ending of Lesson	18.2	2.14	22.8	2.02	3.97**
5	Classroom Climate	20.12	2.37	19.86	1.97	1.93*

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

Table 1 exhibits that the mean score of teaching effectiveness of teachers under most effective instructional management behaviour of non residential school is 212.38 while corresponding score in least effective instructional management behaviour is 203.35. t value is 2.83 which is significant at 0.01 level. Higher mean score in case of most effective instructional management behaviour reveals that instructional management behaviour plays an important role in deciding the teaching effectiveness of teachers in non residential schools.

* Professor, Dept. of Education, M.D. University, Rohtak

** Principal, Geeta Niketan Awasia School, Kurukshetra

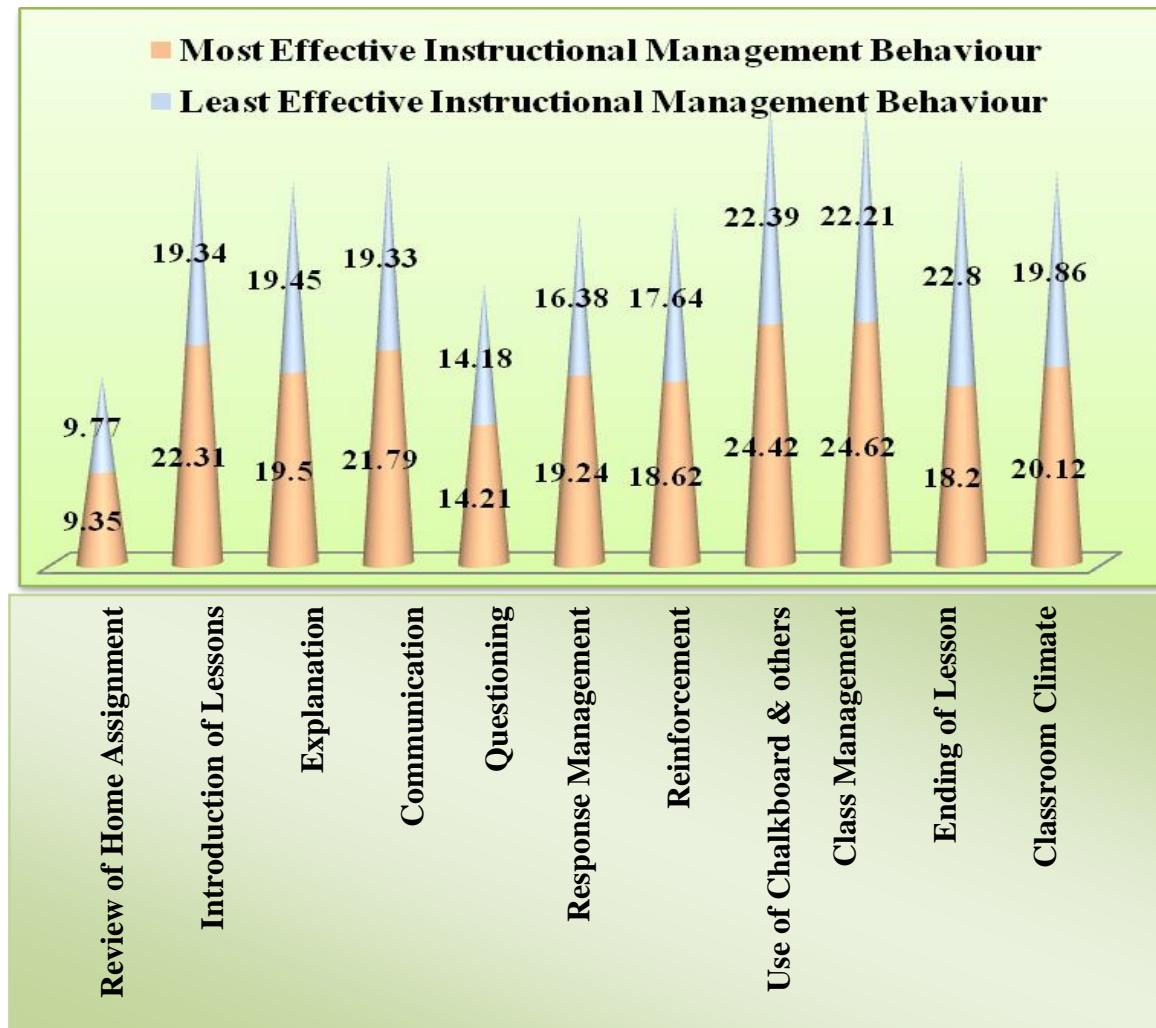


Fig. 1 : Mean scores of Teaching Effectiveness and its aspects for teachers working in Most Effective & Least Effective Instructional Management Behaviours in Non Residential Schools.

If we look into the different aspects of teaching effectiveness, then it can be revealed from the table 1 that the mean scores of introduction of lesson, communication, response management, reinforcement, use of chalkboard and others, class management, ending of lesson, & classroom climate are significantly higher in most effective instructional management behaviour while in review of home assignments, explanation, & questioning as aspects of teaching effectiveness, no significant difference is found between most effective instructional management behaviour & least effective instructional management behaviour. Possible reason for this may be due to the fact that impact of instructional management behaviour on teaching effectiveness has been almost uniformly reported in different aspects of teaching effectiveness among school teachers. Instructional management is the key factor which

* Professor, Dept. of Education, M.D. University, Rohtak

** Principal, Geeta Niketan Awasia School, Kurukshetrae

ensures the accountability of teachers towards the system. If the system of accountability and appropriate checks and balances is weak, then teaching effectiveness is bound to suffer.

Although there was no study available showing the relationship between principals instructional management behaviour and teaching effectiveness but Das (1994) proved in her study that there existed significant difference between effective and less effective instructional management behaviour of the principals on student performance. These findings are also supported by study of Samantray (2001) who found a significant positive correlation of instructional management behaviour with professional responsibility of the teachers. Aspect wise differences in scores can be understood in terms of overall better teaching effectiveness displayed by the teachers under most effective instructional management behaviour. Study of Prouty (1987) proved that instructional leadership had a significant positive effect on mathematics achievement of students. The frequency of classroom supervision and the number of faculty meetings were found to be strongly associated with mathematics achievements and pass rates on the grade twelfth national examinations. These findings inter alia prove the relationship of instructional management functions with effectiveness of teaching. This analysis establishes beyond any doubt that principals' instructional management behaviour plays a key role in deciding the teaching effectiveness of teachers.

FINDINGS OF THE STUDY

- 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.
- Review of home assignments, explanation and questioning as aspects of teaching effectiveness were found to be similar in most effective and least effective instructional management behaviour. But aspects like introduction of lesson, communication, response management, reinforcement, use of chalkboard, class management, ending of lesson and classroom climate were significantly better among teachers under most effective instructional management behaviour.

* Professor, Dept. of Education, M.D. University, Rohtak

** Principal, Geeta Niketan Awasia School, Kurukshetrae

EDUCATIONAL IMPLICATIONS

The present study has established that teaching effectiveness of school teachers is affected by the principals' instructional management behaviour. Effective instructional management behaviour makes the teaching effectiveness better while ineffective instructional management behaviour lowers teaching effectiveness. This makes it amply clear that instructional management behaviour is a key factor in deciding the overall effectiveness of the school. In recent years, increasing attention has been given to the Instructional Management Behaviour of schools principals. Expansion of school education has been tremendous in these years. Central and State govts are planning to open more and more schools on the pattern of Jawahar Navodaya Vidyalayas for weaker and deprived sections of the society. Success of the institution will depend upon the quality of leadership. We are living in a time in which quality of teaching in our institutions is becoming an issue of central importance. In such times, all the stake holders of system of education need to plan all those strategies which can bring about changes in instructional management behaviour of principals and can make the teaching more effective.

REFERENCES

- **Das Rajlakshmi. (1995).** A study of principals instructional management behaviour, student's performance and organizational climate in secondary schools. *Ph.D. Thesis in Education*, Kurukshetra University.
- **Davenport, J.D. (1984).** An analysis of principals' perceptions of instructional leadership behaviour, *Dissertation Abstracts International*, 46 (3), September, 1985, 598-A.
- **Duryea, M. B. (1988).** The relationship between perceived instructional leadership behaviour and locus of control, *Dissertation Abstracts International*, 50 (4), October, 1989, 838-839-A.
- **Goel, R. & Gupta, M. (2013).** A comparative study of instructional management behaviour of principals working in residential & non residential schools, *GGGI Management Review: A Referred Journal of Management*, 3(1) 104-109
- **Goel, S. (2013).** Teacher effectiveness of school teachers in relation to their job satisfaction, personality and mental health, *Ph.D. Thesis in Education*, Punjabi University, Patiala.
- **Gupta, B.D. (1988).** Intelligence, adjustment and personality needs of effective teacher in science and arts. *Ph. D. Thesis in Education*, Agra University in fifth

* Professor, Dept. of Education, M.D. University, Rohtak

** Principal, Geeta Niketan Awasia School, Kurukshetrae

survey of educational research, 11: 883.

- **Hallinger, P. (1983).** Assessing the instructional management behaviour of principals, *Dissertation Abstracts International*, 44 (5), 1267-A.
- **Johnson, J.F. (1981),** An analysis of the instructional leadership behaviour of selected middle school principals in the Richmond (Virginia) metropolitan area, *Dissertation Abstracts International*, 42 (7), 1982, 2951-A.
- **Kagathala, A. B. (2002).** A study of the effectiveness of teacher of secondary school in Gujarat. *Journal of Education and Psychology*. 59 & 60 (3&4), 26-33.
- **Natarajan, R. and C. Dhandepani (2002).** Organizational climate and job satisfaction of teachers in schools. *Recent researches in Education and Psychology*, 7(I-II).
- **Peariso Jamon Frederick (2011).** A study of instructional leadership behaviours and beliefs of good pedagogical practice among effective California high schools serving socio economically disadvantaged and English learners *Ph.D. Thesis in Education*, Liberty University.
- **Prouty, R.S. (1987).** Mathematics achievement and self-esteem at secondary schools at zaire: The effects of principals' emphasis on instructional leadership. *Dissertation Abstracts International*, 48(10), 2505-A.
- **Raj, T. (2000).** An empirical study of correlates teacher effectiveness. *The Educational Review*. 107 (1), 6-7.
- **Samantraya, J. (2001).** Professional responsibilities among senior secondary school teachers in relation to Instructional Management Behaviour and school Organizational Climate. Ph.D Thesis in Education, Kurukshetra University.
- **Strokes, R.L. (1984).** Instructional leadership activities of senior high schools in virginia, *Dissertation Abstracts International*, 45(5), November, 1984, 1263-1264-A.
- **Varshneya, P.K. (1981).** A study of relationship between organizational environment and teacher effectiveness. *Ph.D. in education*, Banaras Hindu University