Chapter - II

Review of Related Literature
REVIEW OF RELATED LITERATURE

“Practically all human knowledge can be found in books and literature. Unlike other animals that must start a life with each generation, man builds upon the accumulated and recorded knowledge of the past” Best (1977).

History reveals that man learns from the experience of others. Man always seeks help and guidance from his ancestors.

The survey of the related literature is crucial aspect of the planning of the study, and the time spent in such a survey invariably is a wide investment. The review of the literature is an exacting task calling for deep insight, and clear perceptive of the overall field. It is a crucial step which invariably minimizes the risk of dead ends, rejected topics, reflected studies, wasted efforts discarded by previous investigators and even more important erroneous findings based on a faulty research design.

The reviews of the literature promote a greater understanding of the problem and its crucial aspects and ensure the avoidance of unnecessary duplication. It also provides comparative data to evaluate and interpret the significance of one’s findings.

Emphasizing the importance of the survey of the related literature researchers have pointed out “Survey of related literature help us to show whether evidence already available solves the
problem adequately, without further investigations and thus, may save duplication. It may contribute to the general scholarship of the investigator by providing ideas, theories and explanations valuable in formulating the problem and may also suggest the appropriate methods of research.” In a nutshell it provides us with the proper and healthy guidance.

Keeping in view the importance of reviewing the old literature, certain related studies are reviewed and presented here under the four sections:

- Studies related with teacher effectiveness.
- Studies related with teacher effectiveness and school organizational climate.
- Studies related with administrative behaviour of school heads and school organizational climate.
- Studies related with administrative behaviour of school heads and teacher effectiveness.

2.1 STUDIES RELATED WITH TEACHER EFFECTIVENESS

Sharma’s (1971) investigation aimed at studying the relationship between characteristics possessed by teacher and teacher effectiveness with a view to predicting teacher success. Teaching aptitude appeared to be sound predictors of teacher effectiveness.
Chhaya (1974) investigated into certain psychological characteristics of effective school teachers. Study was conducted on 80 effective and 100 ineffective secondary teachers. The findings were that (i) effective teachers had significantly better personality adjustment and more favourable attitudes towards teaching than ineffective teachers (ii) effective teachers did not show significantly more interest in teaching than ineffective teachers. (iii) effective teachers were not extrovert than ineffective teachers.

Kaul (1974) analyzed the personality traits of popular secondary teachers and arrived at four factors namely, striving self confidence, ability and perseverance and calmness. In another factor analytical study on the intellectual and personality correlates of teacher effectiveness.

Grewal (1976) found that the measures of personality traits clustered in specific constellations with the criterion measure of teacher effectiveness.

Goel (1978) reported extroversion as an important factor related to teacher effectiveness. Using the Flanders’s Interactive Analysis System, he found extrovert teachers to have greater interchange of classroom events than introvert teachers. The extrovert teachers had large transition from pupil response to the categories of teacher praise; encourage and questions as compared
to introvert teachers. It appeared that extrovert teachers had all the seven interaction models of critical teaching behaviour while introvert teachers had only first four models of teaching behaviour. In conclusion, it may be said that personality dimension of extraversion is important in shaping the teacher’s behaviour.

Mutha (1980) study attempted to identify the attitudinal, motivational and personality factors which differentiated effective teachers from ineffective ones. The major findings of the study were that sex, professional training, nature of schooling and income levels were significantly associated with the teacher’s effectiveness.

Blalock (1985) attempted to study differences in student locus of control and self-concept under conditions of more effective and less effective teaching student achievement record on a sample of 40 teachers in a rural school system. The results indicated no significant differences between student of more and less effective teaching at year’s end.

Hal Scott (1985) conducted a study to investigate the background variables of individuals employed and how those variables may be used to select effective substitute teachers on a sample of 206 substitute teachers. The findings indicated that one variable i.e. pedagogical course was an important discriminating
factor regarding the identification of potentially effective substitute teachers.

Hayman (1985) conducted a study to investigate the relationship between teacher motivation and teacher effectiveness on a sample of 100 teachers. The findings revealed that significant relationship occur between the self actualization level of motivation and teacher effectiveness. It was therefore concluded that the teacher who possessed the highest level of motivation, self actualization, tended to be more effective teachers.

Christensen (1986) studied to determine which effective teacher characteristics were exhibited by associate teachers from the University of Idaho on a sample of 35 teachers. The findings indicated that how well an associate teacher scores in a teaching strategies course is not related to the effective teaching characteristics exhibited during the practical experience.

Cosper (1986) studied to identify the relationship between planning and teacher performance on a random sample of principals and teachers in public school system throughout the United States. The findings indicated a relationship between teacher effectiveness as rated by principals and teachers planning practices as reported by teachers.
Mauser (1986) examined the predictive validity of the teacher perceiver interview on it related to teacher effectiveness as judged by teacher’s immediate supervisor on a sample of 77 teachers. The findings indicated that there was no predictive validity between the teacher perceiver interview and teacher effectiveness as judged by the teacher’s supervisor.

Pruser (1986) investigated the relationship between a classification of teacher effectiveness determined by student achievement and a set of teacher variables which include years of teaching experience on a sample of 87 high school teachers and found that there was no significant relationship between the collective set of selected teacher’s variables and teacher effectiveness.

Baughn (1987) attempted to identify the standards by school districts for evaluation of teachers and to determine whether the districts standard reflect the teacher effectiveness research findings on 8 unified school districts in Orange Country California. The findings indicated that experience and training are not associated with the extent of utilization of teacher effectiveness research findings by evaluators.

Duschner (1987) revealed that significant correlations occurred between classroom teaching behaviours and overall
teacher effectiveness. Further most, relationship between classroom behaviours and overall effectiveness varied substantially in magnitude and direction depending on a grade level, academic level and subject area.

Eighnd (1987) conducted a study to investigate teacher’s perceptions of the impact of the District of Columbia Teacher center upon teacher effectiveness and classroom performance on 250 teachers. The findings revealed that years of experiences in teachings age and gender did not have significant impact on instructional effectiveness of participating teachers.

Noerrlinger (1987) conducted a study to examine the student feed back on teacher effectiveness and those factors, which might influence student back on a sample of 19 principal, 76 teachers and 1500 students. Results indicated that elementary students can be reliable source of information on teacher effectiveness. The students agreed with the principals and related the more teachers significantly higher than the less effective teachers on personal interest, classroom management, presentation, guided practice and independent interactions were found between student’s feedback on teacher effectiveness and teacher’s age, sex, experience level, ethnic origin and educational level.
Stark (1987) determined whether placement on the Taxes Career Ladder at Level 11 had a significant impact on teacher effectiveness and the professional development of impact on teacher effectiveness and professional development of classroom teachers in the San Antonio Independent School district on a sample of 337 teachers. The findings revealed that Career Ladder 11 teachers are effective in the classroom and teacher with more than 20 years experience provide individuals assistance to students more often than teacher with less than 15 years of experience.

Gupta (1988) attempted to study the intelligence, adjustment and personality needs of effective teachers in science and arts on a sample of 46 science teachers and 298 arts teachers from the 39 intermediate college of Aligarh district and concluded that teacher effectiveness was found to be related to the experience of the teachers. They were found most effective in the 11-15 years experience group after that it began to decline and also that teacher effectiveness was found to be related to the age of the teachers. They were found most effective in the age group of 30-39 years; after that their effectiveness went on diminishing.

Minicucci (1988) examined to whether background characteristics that are available prior to employment have any relationship to teacher satisfaction or teacher effectiveness ratings. The results
revealed that few background characteristics of teacher viz. educational levels, sibling status, birth rank, childhood socio economic level, mother’s education, father’s education, years of teachings, decision to teach, extra curricular relationships either to teacher satisfaction reports of effectiveness ratings.

More (1988) concluded that out of 16 personality factors, only six were found to be positively correlated with teacher effectiveness of which intelligence was the most important. The total personality of the teacher was found to be affecting his teaching.

Prakasham (1988) attempted to compare the strength of teacher effectiveness in various types of school organizational climates as well as under different levels of teaching competency across sex differentiation and territorial variation. The sample comprised of 800 teachers along with 92 principals from 120 government local body private non-Christian and Christian schools teaching class IX, X and XI of Raipur and Bilaspur districts. The findings indicated that teachers of urban schools located in industrial area significantly excelled over teachers employed either in semi urban schools or schools located in non-industrial areas on both teaching competency and teacher effectiveness and that there existed a significant relationship between teaching competency and teacher effectiveness.
Fecser (1989) conducted a study to investigate whether highly effective sensitive teacher of severely behaviour disordered students demonstrate higher rates of effective teaching behaviours than teacher low in this dimension on a sample of 40 teachers and found that there was no significant differences between the coded instructional behaviour of High Scoring Teacher (HST) and Low Scoring Teachers (LST).

Sarvis (1989) compared the attitude of 150 elementary school teachers and 25 principals towards the importance of teacher effectiveness characteristics, in evaluating teachers. The findings revealed that there was a strong agreement between teachers and principals with respect to which teacher effectiveness characteristics are important for use in conducting teacher evaluations.

Spellman (1989) examined the teacher effectiveness in preparing an individualized educational plan (IEP) on 60 special education teachers. The findings revealed that issues involved in improving the IEP process are not limited only to teacher effectiveness in writing IRPI’s but also include other factors within the educational system.

Daly (1990) attempted to analyze student’s perception of teacher effectiveness in the Hanover Park High school in New
Jersey on a sample of 864 students in 54 classes taught by 27 teachers and found that student’s perception might be valid and reliable source for faculty development.

Kingston (1990) conducted a study on teacher effectiveness scores based on student achievement data estimated by two methods; the classical method of analysis of co-variance and a within class regression technique. The sample comprised of eight classes of mathematics over a three year period. The analysis of variance comparing the two methods showed no significant differences between teacher effectiveness scores overall and overtime between the two methods.

Ross (1990) determined if the purpose of an evaluation made a difference in the type of information collected and to reveal perceptions of a better system to measure teaching effectiveness on 199 administrators and 255 faculty members from private, Liberal Arts College in Michigan. The findings revealed that most respondents reported teaching effectiveness as the most important component of faculty evaluation.

Deshpande (1991) determined the teacher effectiveness through the modified version of Popham’s performance test on a sample of 27 randomly selected science teachers, 638 students in class IX and the heads of the schools of Hubli-Dharwad city. The
findings indicated that teacher effectiveness as evaluated by the performance test in terms of student achievement was not related to other types of assessment like student’s ratings, head’s ratings or teacher behaviour indices.

Edwin (1991) conducted a study to determine the relationship between teacher effectiveness and stage of the teacher’s career on 100 California elementary principals. The findings revealed that there was a relationship between being perceived as an effective or ineffective teacher and years at current site and also that performance of teacher perceived as effective increase at a steady rate until mid career then performance drops during late career.

Singh (1991) conducted a study on the relationship of teaching effectiveness with creativity and intelligence and composite effect of creativity and intelligence on teaching effectiveness in a male and female teacher. The sample included 150 male and 150 female secondary school teachers of Punjab. The findings indicated that among the male and female teachers, teaching effectiveness was positively related with fluency, flexibility, originality, composite creativity and intelligence.

Johnson (1992) attempted to examine the perceptions of 434 secondary school principals from across the United States as they consider the notion of teacher effectiveness. The findings revealed
that communication related skills, factors and courses were rated as of greatest importance by principals as they assess candidates for teaching positions and as they consider preparatory course work.

Brodney (1993) attempted to study the relationship between student achievement, student attitude and student perception of teacher effectiveness and the use of journals as a learning tool in mathematics on 542 students. The findings revealed that students perceive that they have a greater opportunity to learn and perceive that their teachers are more effective when journal writing is used as a tool for learning mathematics.

Delso (1993) conducted a study on veteran teacher who were interviewed using Mc Cracken’s (1988) qualitative long interview methods to ascertain what veteran teacher believe effective teacher do. The findings revealed that the teacher effectiveness literature focused more on pacing and increasing student’s academic achievement, while good teachers placed little importance on standardized testing and look to their students to evaluate themselves and improve their teaching practice. The beliefs of the veteran teachers seemed to align more closely with the teaching cultures and teacher’s thought processes literature than the effective teaching literature.
Singh (1993) conducted a study to examine teacher effectiveness in relation to their gender, area and adjustment on a sample of 330 teachers (of both sex) from higher secondary schools (belonging to rural and urban areas), and concluded that there was a significant difference between male and female teacher in adjustment in favour of male teacher. The coefficient of correlation between teacher’s effectiveness scores and adjustment was significant for urban teachers and not significant for rural teachers.

Anyalewchi (1994) attempted to identify characteristics traits of effective teachers and factors that teachers and principals consider influential in teacher effectiveness on a sample of 30 secondary school teachers and 7 principals. There were 13 broad categories under which the items were classified i.e. 

- Instructional Methods
- Managerial Skills
- Educational Background
- Planning
- Resources
- Administrative Support
- Teaching Experience
- Class Size
• Salary Benefits  
• Staff Development  
• School Environment  
• Characteristics/Traits of the teacher  
• Understanding Students  

The findings revealed that there was an agreement in 7 of the 13 categories identified as either characteristics/traits of effective teacher or factors influence the teaching effectiveness. These are the characteristics of the teacher, influential understanding student, managerial skills, planning, educational background, administrative support and instructional method.

Seman (1994) examined the effect of a Direct Instruction Program, Connecting math concepts on teacher effectiveness and student performances. Two regular educators, nine main streamed students, and fifty regularly assigned students participated in the study. The results of this study indicated that when teachers achieved mastery in Direct Instruction Technique, the effective teaching behaviours of feedback, questioning and error correction increased.

Biswas and De (1995) attempted to study effectiveness of secondary school teachers in Tripura on a sample of 345 teachers employed in 18 secondary schools situated in three administrative
districts of Tripura and found that only male and female 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 and further the girl school teachers had more mean
teacher effectiveness scores than that of co-educational school
teachers.

Gupta (1995) examined the relationship between job
satisfaction and teacher effectiveness of secondary school teachers
and their teaching effectiveness on a sample of 560 teachers from
50 randomly selected secondary schools of Ghaziabad District of
Uttar Pradesh and found that the coefficient of correlation between
overall dimension of job satisfaction of teacher viz. Salary Benefits,
Community Aspect Supervision, Family Life, Policies and Practices,
Growth and Practices were significantly related with teacher
effectiveness.

Rao (1995) studied relationship between teacher effectiveness,
creativity and interpersonal relationship of teachers. The findings
revealed that no significant relation was found between teacher
effectiveness and the income or years of service of the teacher.
However significant relations were found between teacher
effectiveness, creativity and interpersonal relationships of teachers
and significant differences existed between rural and urban teachers with reference to interpersonal relationship.

Sugiratham and Krishna (1995) studied the teacher effectiveness of 295 woman teachers working in Girls Higher Secondary School, Tuticorin and found a significant difference among the different classes handling respondents on teacher effectiveness. As regards mean score, there was significant difference among the medium of instruction of respondents on teacher effectiveness and among different qualifications of respondents on teacher effectiveness.

Tisclale (1996) determined that self-perceived teacher effectiveness is congruent with teacher effectiveness as measured by three areas; teaching plans and materials, position skills and interpersonal skills of Mississippi teacher assessment instrument on teachers from Mississippi Gulf Coast school districts. Conclusions from analysis of data indicated that the evaluation of career teachers using the Mississippi Teacher Assessment Instrument doesn’t discriminate between levels of teacher effectiveness. The majority of teachers were rated at extremely high levels both by teachers and administrators.

Wilhem (1996) attempted a study focused on student and teacher perceptions of teacher effectiveness on a sample of 41 full-
time faculty and 560 students at a multi-site Texas Community College. The results revealed that a significant difference in perception between students, between students and faculty or between types of course, in the following seven categories:

- Learning/Academic value
- Instructor Enthusiasm
- Organization/Clarity
- Examination/Grading
- Assignment/Readings
- Individual Rapport and
- Overall Rating

Indira (1997) tried to find the relationship between teacher effectiveness, work orientation and stress of college teachers on a sample of 220 lecturers working in degree and junior colleges situated in Viizianegaram district and found that the general level of teacher effectiveness prevailing among college teachers was far greater than the mid-point of the scale.

Meadows (1997) explored the relationship between the teacher leadership style and teacher effectiveness on a sample of 134 instructors and 2141 students. The findings through a post hoc analysis revealed a significant relationship between instructor effectiveness and instructor leadership. Socio-independent received
the highest student grades and students view these instructors as enthusiastic mentors.

Sikora (1997) conducted a study to examine relationship between personality types and teacher effectiveness of secondary family and consumer science teachers. The sample of the study comprised of 20 FCS teachers from three school districts in Eastern Tennessee. Although the results of this cannot be generalized due to the non-random selection process of FCS teachers. The findings indicated that teacher’s personality may play a significant although a limited role in teacher effectiveness.

Trader (1998) tried to compare the attitude of effective and typical teachers towards inclusion of students with special needs in regular education classroom and found that more effective teacher indicated greater interaction with special needs students and also indicated higher level of promotions of inclusion practices at their schools.

Bakke (1999) conducted a survey with teacher and administrators in the Blue Value Valley School district in which they were asked to indicate which of the pair of two traits they considered most critical to teacher effectiveness in the classroom. The traits were grouped into clusters identified as interpersonal and extra personal. Other variables considered were gender and
number of years of teaching experience. A significant relationship was found between the perceptions of all groups examined with the exceptions of those disaggregated by years of experience and the secondary teachers and administrators groups.

Pandey and Maikhuri (1999) in their study attempted to explore the attitude of effective and ineffective teachers towards teaching profession. The major findings included; (1) There was no significant difference between effective teachers having high or low experience in terms of their profession. (2) High experienced teacher's attitude was positive towards teaching profession than low experience ineffective teachers (3) Age of effective teacher was not a differentiating factor in their attitude towards teaching profession. (4) Young ineffective teachers had a negative attitude towards teaching than ineffective old teachers.

Marsland (2000) conducted a study to evaluate selected teacher effectiveness research for elements of multiple intelligence (MI) theory. The result indicated a large discrepancy between the intelligence and their representation in teacher effectiveness research. Interpretation of the numbers reveals that there is no clear balance in what is being measured or in what has emerged as themes in teacher effectiveness research.
Quandahi (2001) conducted a study to differentiate the instructional practices of kindergarten teacher who were more effective, effective and less effective in producing high student achievement. The teacher sample consisted of nine kindergarten teachers and 208 students from four schools with ethnically diverse students. These findings suggested that it was possible to discern some common characteristics of teachers who are more effective, or less effective producing high kindergarten achievement. Teachers who were identified as effective generally self-reported a more developmental philosophy and practices. Interestingly, the effective teacher’s students had high first grade academic achievement and self reported a developmental approach maintained high achievement in first grade.

Abler (2002) examined the possible relationship of teacher organizational commitment and teacher efficacy to school academic standing and teacher experience. The sample comprised of 30 public school teachers who taught in high schools of the Large District Association (LUDA) in Illinois. Data analysis indicated that teacher organizational commitment components of a positive sense of belonging and a commitment to collaboration demonstrated importance in their number and strength of relationships to teacher efficacy, indicators of academic standing, and teaching
experience. Results suggest that administrators and policy makers may nurture and retain effective teachers who are committed to the school by fostering a friendly climate and a collaborative environment.

Allison (2002) conducted a study to compare the teaching effectiveness of part-time and full time clinical nursing faculty by using the Nursing Clinical Teacher Effectiveness Inventory. The sample included two groups: clinical nursing students in Associate Degree Nursing programs at schools in a mid-Atlantic state and the part time and full-time faculty who taught those students. Results of the study indicated that student’s rank part-time faculty as significantly less effective than full time faculty on each of the five categories by the NCTEI as important in Clinical Nursing Instruction i.e. teaching ability, nursing competence, evaluation of interpersonal relationship and personality traits. The findings support the result that there is no significant difference in the ways that students rate the effectiveness of teachers and the self-ratings of the teachers themselves.

Ford (2002) attempted to determine the relationship among teachers induction program variable, namely content, personnel and delivery modes employed and perceived effectiveness and satisfaction of first year teachers of the 279 surveys sent to beginning teachers in 26 randomly selected public school system
throughout the state of Alabama, 63 subjects responded to most or all of the question in the survey. The findings revealed that there is a positive correlation between new teacher induction content addressed during a teacher’s first year and their level 1 of self-perceived effectiveness. Next, direct input on a specific task was the most common way new teachers were supported and produced a strong task was the most common way new teachers were supported and produced a strong correlation with effectiveness and satisfaction while lectures, although used seldom, produced the least effect on new teacher effectiveness and satisfaction. And finally, principals were also highly involved. The principal’s involvement produced the strongest relationship with effectiveness and satisfaction.

Vijaylakshmi (2002) found that only significant difference existed between the teachers having their age up to 35 years and above. Sex, marital status, qualification, experience, subject of teaching, designation, status of college, type of college and management did not have any significant influence on the teacher effectiveness.

Castle (2003) attempted a study to develop a transformative critical pedagogy of work with current state standards and skills that teachers are currently required to teach. The multiuse serial
component is designed to assist teachers in developing their experiential learning is part of effective learning and pedagogy. The findings revealed that a rigorous academic program combined with a critical socially constructed teaching/learning environment based on interaction, discovery and problem solving contributes to teacher effectiveness and student learning.

Selsor (2003) sought to examine differential importance in primary dimensions of effective teaching as perceived by a sample of rural and suburban community college students and to analyze the teaching had learning implications. Students from 4 community colleges (N = 337) were asked to rate 31 descriptive statements which encompass 9 dimensions of effective teaching and respond to one open-ended question as stated on the student’s evaluation of educational quality (SEEM), an instrument developed by Dr Herbert Marsh. The results indicate that rural and suburban community college students rate dimensions related to communications skills highest; instructor enthusing, individual rapport and group interaction in that order. Conversely, students rated dimensions related to learning and content among the lowest; learning value, breath of coverage and assignment/readings, in that order.
Vandana and Punia (2004) attempted to study interactive abilities and human resource effectiveness in their study on educational managers. The findings indicated that educational managers are well aware of the need to find problems and setting the objectives before reaching at the solution through their effective implementation. Here in the entire process of goal setting the interactive abilities of the administration has a great role to play. In fact in a situation when everything seems to be going out of control, interactive abilities come alive in the reactions and decisions of those capable of crisis management leading to human resource effectiveness. Thus, the ability to diagnose problems created by rapid, complexity and conflict may require an interactive frame of mind to achieve the best results meaning thereby that the term intuition does not denote something contrary to reason, but something outside the province of reason.

Amandeep and Gurpreet (2005) conclude that (1) female teachers are more effective in their teaching than male teachers (2) male and female teachers do not differ significantly as far as their teaching competency is concerned; (3) thus variable of teaching competency plays significant role in teacher effectiveness of teachers.
Bansibihari and Surwade (2006) in their study on 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.

Douglas Harris and Stacey Rutledge (2007) their study compares research on the theoretical models and predictors of teacher effectiveness with those of other occupations, focusing on three specific predictors of worker effectiveness: cognitive ability, personality, and education. The comparison of the teacher and other worker studies yields a variety of ways in which research on teacher effectiveness might be improved and expanded: First, the worker literature illustrates specific theoretical models, such as job-organization fit, that complement existing models regarding the work of teachers. The potential value of extending worker models to teaching in this way is reinforced by the fact that the three teacher characteristics mentioned above predict effectiveness in similar ways among teachers and other workers. Second, by outlining multiple models of effectiveness, it is possible to identify the important dimensions on which they vary, such as the unit of analysis and the assumed roles of the individual worker in relation to the organization. Third, research on other workers highlights
some ways to improve the measurement of the three predictors and teacher effectiveness, going beyond the use of student test scores.

Rockoff, Jonah et al (2008) in their in-depth survey on new Math teachers in New York City and collected information on a number of non-traditional predictors of effectiveness including teaching specific content knowledge, cognitive ability, personality traits, feeling of self-efficacy, and scores on a commercially available teacher selection instrument. They found that individually only a few of these predictors had statistically significant relationship with student and teacher outcomes. However, when all of these variables were combined into primary factors summarizing cognitive and non-cognitive teacher skills, they found that both factors had a modest and statically significant relationship with student and teacher outcomes, particularly with student test scores. These results suggest that while there may not be a single factor that can predict success in teaching, using a broad set of measures can help schools improve the quality of their teachers.

Sridhar and Baidei (2008) compared the teacher efficacy in India and Iran. Statistically no significant difference in general teaching efficacy scores were found between two countries. A statistically difference was found between male teachers in two
countries in terms of personal teaching efficacy. Iranian male teachers had high personal efficacy than counterparts in India. However, female teachers were not reported statistically different in teacher efficacy. Also, no significant difference was found in teacher efficacy for number of years of teaching experience.

2.2 STUDIES RELATED WITH TEACHER EFFECTIVENESS AND SCHOOL ORGANIZATIONAL CLIMATE

Shelat (1975) in his study of organizational climate, teacher morale and pupil motivation towards institution in secondary schools of Baroda district found that the organizational climate in rural schools was autonomous and paternal while in urban schools closed and open type were pre-dominant. Closed climate schools had low teacher morale while schools of open climate had higher teacher morale. The findings revealed that there was no relationship between the age of the teacher and school climate.

Gandhi (1977) conducted a study on school climate as a function of personality of school personnel and pupil control ideology. The major objectives of the study were (i) to classify the schools on a climate basis, (ii) to study factors that contribute most to the creation of climates, (iii) to determine the extent to which the belief systems of teachers in open climate school differ from those of teachers of the closed climate. The findings were: significant differences were found to exist among open, intermediate and
closed climate schools: teachers serving in relatively open schools were significantly more humanistic in their pupil control ideology than their counterparts. Belief system of teachers in open and closed climate differed significantly.

Bhatnagar (1979) conducted a study to investigate organizational climate of the teacher training institutions of Uttar Pradesh and its relationship with their effectiveness. The findings were (i) the organizational climates of teacher training institutions in U.P. were characterized by higher level of hindrance factor authoritarianism, high academic emphasis, low level of discipline and control and lack of facilities. The overall picture emerging was not impressive and good, (ii) the colleges differed among themselves significantly with regard to each dimension of school organizational climate; (iii) the stereotype of non-government teacher training college’s organizational climate indicated higher hindrance, high democracy and freedom and high lack of facilities. The stereotype of organizational climate of government teacher training colleges, on the other hand, meant high social support, high authoritarianism, high trust, high academic emphasis, and high discipline and control. It was proved that significant differences existed between them on all the nine dimensions of organizational climate (iv) in large institutions, the climate was dominated by high
authoritarianism high trust, high academic emphasis and high
degree of discipline and control and high academic emphasis and
high degree of discipline and control as compared to small
institutions. On the other hand small institutions climate was
characterized by high hindrance, high democracy and freedom and
high lack of facilities (v) the rural institutions had high level of
discipline and control and high academic emphasis as compared
the urban institutions. On the other hand the urban institutions
were high on democracy, freedom and lack of facilities; (vi) the
men's training colleges had better social support, greater trust,
more academic emphasis and better discipline and control than
women's training colleges (vii) the trust and academic emphasis
were more predominant in the climate of university departments of
education than in the climate of the college departments. But on
the whole, the climate of the two groups of teacher training colleges
were similar; (viii) the organizational climate affected the
effectiveness of the institution, (ix) each teacher training institution
had a unique kind of climate.

Hummelke (1980) found that there was no significant
relationship between teacher's belief and perceptions of
organizational climate in high and low change oriented elementary
schools. It was concluded that teachers were not academically
prepared to deal with personal philosophy about educational theory and practices nor human relations and collaborative decision making processes.

Varshneya (1981) conducted a study to investigate a relationship between organizational environment and teacher effectiveness. The major objectives of the study were (i) to find out the organizational environment of the selected high schools of Varanasi; (ii) to determine the difference in the organizational environment of the girl’s and boy’s school; (iii) to find out the relationship between organizational environment and there components of the product criteria of the teacher effectiveness, namely the pupil’s attitude towards teacher, the pupil’s attitude towards the school, the pupils personal values and scholastic achievement; (iv) to determine the relationship between organizational environment and the composite teacher effectiveness; (v) to find out the relationship between each dimension of organizational environment and the composite teacher’s effectiveness. The findings of the study were (i) the percentage of the schools coming under the closed range was slightly higher than that of the open climate range. About ten out of fifty schools had autonomous climate, nine controlled climate, three familiar climate and five paternal climate (ii) there was no sex
difference as far as the school climate were concerned, (iii) open school environment produced the most favourable attitude towards the teachers (iv) different organizational environment did not produce significant difference in the pupils attitude towards their schools but they produce significant difference in the pupils scholastic achievement. The scholastic achievement was maximum where the environment differed in the pupils scholastic achievement. The scholastic achievement was maximum where the environment was open and familiar and the least where the environment was controlled and paternal. Closed and autonomous environments were moderately and equally suitable for scholastic achievement (iv) out of ten personal values, only social values differed significantly in the six different organizational environments (v) open, autonomous and controlled environments were more favourable for the teacher effectiveness than the other categories of environments. (vi) organizational environment was significantly positively related to the pupil’s attitude towards the teacher (vii) organizational environment was significantly and positively related to scholastic achievement but its relationship with pupil’s attitude towards the school was not significant. However, it was positively and significantly related to school environment and composite teacher effectiveness.
Bojar (1985) attempted a study to replicate, refine and extend previous investigation of management style and its relationship to organizational effectiveness and effective teacher behaviour. The findings indicated that when teacher’s mean score on management style was correlated with the mean of student’s scores in teacher effectiveness, no significant relationship was found. There was also no significant relationship between congruence of perception and teacher effectiveness.

Puranik (1985) found autonomous climate, private management, unaided schools and urban location of schools to be the most conducive factors in the development of social maturity. Further, the controlled climate, government management and urban locality were found to be conducive to the development of morale of teachers. No single dimension of organizational climate was found to be effective for the development of social maturity of students.

Samad (1986) found that female teachers perceived their school climate as being significantly more open than did the male teachers. He also found that female teacher’s perception of Esprit was higher than that of the male teachers.

Veeraraghwan (1986) conducted a comparative study of organizational climate, leadership adaptability and teacher effectiveness in high, average and low performing schools. The
major objectives of the study were (i) to find out whether there was any variation in the organizational climate that existed in the high, average and low performing schools (ii) whether teacher effectiveness varied amongst the high, average and low performing schools (iii) whether there were typical factors underlying teacher effectiveness (iv) whether job satisfaction amongst teachers and leadership adaptability in schools varied in terms of high, average and low performing schools.

Turon (1988) in his study with the purpose to examine the relationship between the organizational climate and organizational commitment of teachers in secondary public schools in the city of Bursa in Turkey indicated that the existence of the significant positive relationship between overall organizational climate of the school and the teacher’s organization commitment existed. The study concluded that there is a significant relationship between organizational climate of the school and the teacher’s organizational commitment.

Biswa and Tinku (1993) conducted an exploratory study on the climate of secondary schools and its effects on teacher’s professional stress. The findings of the study revealed that teachers belonging to open climate experienced less stressed and alienation, powerlessness and isolation than those belonging to paternal climate.
Gyanain (1998) in her study indicated that the teachers who were working in closed or controlled type of organizational climate remained tense and developed some physiological as well as psychological deformities in their body, while the teachers working in autonomous or open type of organizational climate were mentally happy and healthy.

Sajjabi (1999) studied Busoga and Buganda regions of Uganda and observed that the teachers working in Government urban schools had a very slightly more favourable perception of organizational climate than did their colleagues working in the Government rural schools of Busoga region while reverse was true in Buganda region. The private rural and urban schools in Busoga region had a much higher average score on organizational climate than did the private rural and urban schools in Buganda region. The major findings of the study revealed that it was possible to categorize the schools in the two regions into the six climate types described by Halpin and Croft (1963). Out of 40 schools taken for the study, 11 schools had open climate, 7 schools had autonomous climate, 4 schools had controlled climate, 3 schools had familiar climate and 11 schools had closed climate. One school did not fall into specific type of climate.
Park (2001) studied the relationship between ministry satisfaction and organizational climate among sundry school teachers in the Korean Evangelical Holiness Church. In his study he employed a casual comparative and correlation research design to explore the relationship between job satisfaction and organizational climate, selected socio-demographic variables, volunteer history variables. While significant differences were found in several job satisfaction sub scales, there was no significant difference in overall job satisfaction. Also, it was found that there were significant correlation between job satisfaction and organizational climate but the correlations were weak.

Natarajan and Dhandepani (2002) in their study on organizational climate and job satisfaction of school teachers found that all the six types of climates were found in the higher secondary schools of Tripattur Educational District. Open climate was found in more number of private schools and familiar climate was found in more number in government schools. It was also found that the teachers working in open climate are enjoying very high level of job satisfaction.

Roul (2007) in his study on teachers of autonomous and non-autonomous colleges found that teachers of autonomous colleges were more effective than the teachers of non-autonomous colleges
and the organizational climate of autonomous colleges was more effective than that of non-autonomous colleges. He found that teachers in autonomous colleges got more freedom in all respects including curriculum framing, flexibility in the academic reforms. On the other hand, teachers of non-autonomous colleges were burdened with more work: they faced interfaces from principals and management in their work and so on. This hampered creative thinking.

2.3 STUDIES RELATED WITH ADMINISTRATIVE BEHAVIOUR OF SCHOOL HEAD AND SCHOOL ORGANIZATIONAL CLIMATE

Thomas Wiiggins (1972) conducted a study titled ‘A comparative investigation of principal behaviour and school climate. A significant relationship was revealed between the principal’s interpersonal orientation and the school climate, which remained stable over a period of 8 months. As the length of the principal’s incumbency increased, the level of significance of the relationship between his behavioral characteristics and school climate increased. The findings indicate the presence of a compelling school climate stability which has the effect of socializing the principal’s behaviour.

Hilliard (1981) designed a study to examine the relationship between the origin, length of tenure and the authoritarianism of elementary school principals with the organizational climate and
adaptability of their schools. He found that (i) schools with more open organizational climates were more adaptable than schools with less open organizational climates, (ii) younger teachers perceived significantly more organizational openness in their schools than did the older teachers, (iii) female teachers perceived their school’s climate as being significantly more open than the male teachers (iv) teachers who attained higher academic degrees perceived a significantly lower degree of organizational openness in their schools (v) principals of inside origin and those of outside origin as well as those of short tenure and long tenure could be differentiated by the difference in their level of Disengagement, Hindrance, Espirit, Intimacy, Consideration and Aloofness; (vi) outside origin, short tenure and non-authoritarian elementary school principals had more open organizational climate and more adaptable schools than inside-origin long-tenure and authoritarian elementary school principals.

Burke (1982) studied leadership styles of school principals as predictors of organizational climate and teacher job satisfaction. The sample consisted of 18 principals drawn from a population of 60 elementary and secondary school principals in the school district. This study couldn’t support a relationship between leadership style and climate, leadership and satisfaction. However,
the leadership styles among the 18 sample principals were differentiated. Most of the school climates were perceived by the teachers as more closed than the open.

James (1983) conducted a comparative study on leadership behaviour and school climate of selected elementary schools in the department of defense dependents schools in England. The conclusions were (i) the school organizational climate as perceived by the teaching staff, tended to fall into two categories open and closed (ii) the size of the school didn’t seem to be a factor in the frequency of leadership behaviour as perceived by the teachers (iii) there was a relationship between the teacher’s perception of their school climate and their principal’s leadership behaviour (iv) the age of the principal didn’t seem to have an effect on the teacher’s perception of leadership behaviour nor the school climate.

Patel (1983) attempted to study the Leadership behaviour of Principals of Higher Secondary Schools of Gujarat State. The results indicated that there was a positive relationship between the two dimensions of leadership behaviour of the school Principal, viz. initiating structure and consideration. The Principal of the school manifested mostly the high consideration and low consideration pattern of leadership behaviour leaving middle positions sufficiently vacant. The Teachers working in schools where a
paternal climate prevailed scored highest on their professional development and lowest in schools with familiar climate. The rural-urban dimensions did not play any significant role in the case of any of the dimensions of leadership behaviour.

Debella (1984) “An analysis of elementary Yeshiva school principals and faculties perceived leadership behaviour and organizational climate in New Jersey and the New York city Boroughs of Brooklyn, Manhattan, and Staten Island”. The investigator concluded that (i) principal perceived leadership styles and climate more favourably than teachers (ii) leadership was significantly related to climate. Teachers who perceived principals as effective leaders perceived themselves as considerate leaders, perceived an open climate (iii) socio-economic location was unrelated to leadership or climate.

Weiss (1984) found that the number of years of teaching experience might be related to instructional leadership effectiveness. Effective instructional leaders had taught more years than their ineffective counterparts. Number of years of administrative experience was also found to be related to instructional leadership effectiveness. Effective instructional leaders had administration experience of at least two fewer years than ineffective instructional leaders.
Singh (1985) conducted a study of school climate, leadership behaviour and morale development of the heads of elementary and secondary schools. The objective was to determine the patterns of organizational climate, leadership behaviour and moral development in the elementary and secondary schools, and to examine school to school differences. The findings revealed that elementary and secondary schools were found to be similar in teacher’s behaviour in task oriented situation, teacher’s thinking with regard to their principals and principal’s efforts to move the organization. The leadership behaviour of the two types of schools didn’t differ.

Kelley (1986) conducted a study to determine the perception of the institutional climate and leadership competencies and the various levels of Humber College. This non-experimental qualitative study examined the complex phenomenon of leadership and its relationship to institutional climate. A strong positive relationship was found in several climate and leadership factors.

Carr (1987) conducted a comparative analysis of leadership attitudes of male and female California secondary public school principals. He found that male and female secondary school principals in California are similar in attitudes involving a leadership style characterized by mutual trust, respect, friendship
and warmth between themselves and their respective staff. Varying demographic variables describing the age, education and experience of secondary public school principals don’t have a significant impact on the leadership attitudes of the principals.

Leak’s (1987) observed that the perceptual congruence of elementary principals and teachers didn’t differ significantly from that of secondary principals and teachers with reference to school climate and organizational dimensions.

Vilaichone (1987) conducted a study in Thailand. The sample of the study comprised of schools with enrolment of 300 students or less, and then those of more than 300 students. He chose one principal and two randomly selected teachers from fifty randomly selected small schools and fifty randomly selected large schools. The findings indicated that principals in small and large schools perceived the organizational climate of the schools to be significantly different from the perception of the teachers in small and large schools. Secondly, principals and teachers in small schools perceived the organizational climate of the schools to be significantly different from the perception of the principals and teachers in large schools. The hindrance, spirit and thrust means for the large schools were significantly greater than the corresponding means for small schools.
Wright (1988) studied “Teacher’s perceptions of organizational climate and the ratings of Wyoming Elementary school principals on selected leadership behaviours”. The major findings of the study were (i) there was significant difference between the organizational climate scores of sample schools (ii) schools with less than 200 students received the lowest scores in school climate regardless of the ratings of the principals on identified leadership behaviours (iii) principals who were rated higher by their teachers in ‘supports teachers’, ‘emphasizes achievement’, and ‘provides orderly atmosphere’, received higher scores on school climate as determined by the general openness score of the OCDQ, and (iv) female administrators received higher school climate scores than their male counterparts when general openness scores were used as the dependent variable in leadership behaviours of female administrators also received consistently higher scores than males when OCDQ subtest scores for characteristics of the principal were used as the dependent variable on the ratings for ‘provides orderly atmosphere’.

According to Sass (1989), interpersonal communication skills, human relations, and leadership are the most important skills for educational leaders. His findings were based on the results of a survey that was sent to superintendents and professors
of leadership training institutions across the U.S. This has been supported by many others who investigated competencies and skills critical for educational leaders.

Vivone (1989) made a study under the title, “A study to determine the relationship of stress among secondary school administrators to the demographic background of their schools.” The result of their study show that there was no relationship among the secondary school administrators experiencing stress and school enrolment, school setting or school type.

Chakraborti (1990) attempted to study the organizational climate of secondary schools in West Bengal and its correlation with other relevant variables and found that the paternal climate was the most frequently perceived climate (29.55%) followed by controlled (20.45%), familiar (15.91%), open (12.12%), autonomous (11.36%) and closed(10.61%) climates respectively. Further significant and positive correlations were found between the school organizational climate and the leadership behaviour of the principal, the job satisfaction of the teacher and school effectiveness.

Sebastian (1993) studied organizational climate of the schools in Tamilnadu and impact of headmaster’s power behaviour. The sample included schools in three districts. The
study concluded that coercion and influence were inversely related i.e. coercion was positive related to conflict and negatively related to open school climate whereas influence was positively related to open climate while authority was related only marginally either to open or closed environment.

Bulach, Lunenburg, and McCollum (1995) conducted a study to investigate the impact of leadership style on school climate and achievement. Their findings revealed that leadership style did not make a difference in climate or achievement.

Goodarzi (1996) revealed that there was relationship between educational qualification of the principals and their behaviour effectiveness.

Brackenridge (2000) in her study, “an exploration of the factors that influence leadership effectiveness in a corporate environment,” acknowledged that leadership training should be a blend of several perceptive and therefore the survey affirm the hypothesis that the dependent variables of leadership style, cognitive style and perception of organizational climate are linked to organizational effectiveness.

Lund-Glassman, Margaret Elizabeth (2000) examined the relationship between, male and female principals. Communication style behaviour and school climate on psycho-physical hindrance,
controls, production emphasis and humanized thrust dimensions of organizational climate openness at both elementary and secondary school level. Data analysis identified statistically significant relationship between specific principal’s communication behaviour and school climate openness communication behaviour was statistically significant at the elementary school level. The sex of the principal, communication behaviour or school level had not statistically significant relationship to school climate.

Bulach and Peddle (2001) in a study found a positive relationship (+.96) between leadership behaviour associated with instruction and the overall culture and climate of the school. Their study involved 20 schools and 1163 teachers.

Bulach and Peterson (2001) conducted a study in which teachers reported that principals did not listen. Consequently, they were not willing to be open and trusting with their principals because of this perception.

Bulach (2001) working with Corvers of the Louisiana Department of Education, investigated the relationship of a school’s culture and climate to the principal’s leadership style. Six Louisiana schools participated in the study. The two schools with the best culture and climate scores also had the highest scores on the Supervisory Climate Survey, and the two with the lowest scores
on culture and climate also had the lowest scores on the Supervisory Climate Survey. The study indicates that there is a definite relationship between the culture and climate of a school and the way the principal interacts with the teachers.

Mehrotra (2004) conducted a study on leadership styles of principals in relation to job satisfaction of teachers and organizational climate in the Government and Private Schools of Delhi. The sample included 28 Government and 28 Private Senior Secondary Schools of Delhi. The major findings of the study were (i) the principals of Government and Private Schools manifest different Leadership Styles. (ii) Majority of The Government and Private schools had autonomous climate. However controlled and closed climate was exhibited by equal number of Government schools (10.71% each). On the other hand in Private Schools merely 8.92% showed closed climate. (iii) No significant relation was found between leadership styles of principals and the organizational climate in Government as well as Private schools.

Kelley (2005) conducted a research to establish relationships among leadership, school climate, and effective schools. In this study, he compared relationships between selected dimensions of leadership and measures of school climate in 31 elementary schools. In addition, principal’s perceptions of their leadership
styles were compared with teacher’s perceptions of their principal’s leadership styles. Results indicate that teacher’s perceptions of their principal’s effectiveness are related to school climate.

Wafa Ramaya and Hoon (2005) in their study on leadership behaviour and effectiveness among secondary school principals found that there was no significant relationship between race, area of specialization and educational level of the principals and their effectiveness.

Chu, Hui-Chin: Fu, Chi-Jung (2006) conducted a study to investigate the impacts of leadership style and school climate on faculty psychological contracts. Demographic variables were also tested. The findings indicated that overall perceptions of the faculties toward leadership style, school climate and psychological contract were favourable. Moreover, leadership style and school climate did affect faculty psychological contracts. Age is also a factor differentiating faculty psychological contracts.

Griffith (2006) in his study examined specific aspects of organizational climate related to job satisfaction, employee turnover and organizational performance in public elementary schools. Survey data were obtained from school staff and students and school district archives. Hypotheses tested included: (1) Employee perceptions of organizational climate and job
satisfaction, when aggregated to an organizational level, would represent group level constructs: (2) Employee perceptions of positive organizational climate would be associated with higher levels of job satisfaction and organizational performance and with lower levels of employee turnover: (3) Relations of organizational climate to organizational performance and to employee turnover would be mediated by employee job satisfaction: and (4) Employee perceptions of positive organizational climate and job satisfaction would be associated with less achievement disparity between minority students. Study results supported all but one hypothesis; there was no evidence for the mediating effects of job satisfaction on relations of organizational climate to organizational performance and to employee turnover. Results were consistent with the broader organizational literature, which has shown the importance of orderly work environments, collegial relations, and supportive leaders for effectively functioning groups and organizations.

Craiq et al. (2009) in their research used a qualitative approach to identify fifteen dimensions of leadership performance for directions of university based research centers, which might serve as the basis of future quantitative leadership performance measure. Nineteen university faculty members working in research centers were interviewed and their responses were analyzed to
identify both facilitators and inhibitors of center director’s performance. Facilitative performance dimensions included: technical expertise, ambition, work ethic, broad thinking, and embracing ambiguity, balancing competing stakeholders, interpersonal skill, team building and task adaptability. Inhibiting performance dimensions included abrasiveness, disorganization, conflict and avoidance. The results were discussed in terms of the commonalities and particularities they reveal about cooperative leadership relative to leadership performance in other settings.

Gupta (2009) in her study titled ‘A Study of Values among School Principals, their Attitude towards Modernization and its Relationship with the Organizational Climate’ found that there was a significant difference in the climate of Public schools and Government Schools. Public schools possessed controlled climate whereas the Government Schools possessed Familiar type of school organizational climate. No significant relation was found between values or the modernization and the school organizational climate.

Nasser and Mohamed (2009) in their study aimed at evaluating institutional performance in secondary schools in the Eastern Region of Saudi Arabia. The study concluded that the efficiency of the institutional performance was weak and there was
no significant difference in the institutional performance due to qualification and experience of administrator.

2.4 STUDIES RELATED WITH ADMINISTRATIVE BEHAVIOUR OF SCHOOL HEAD AND TEACHER EFFECTIVENESS

Mahajan (1970) undertook a study of supervisory role of principals of Delhi Higher Secondary Schools. The major findings were that principal teacher relationships have been satisfactory. Most of the principals failed to play an effective leadership role in the academic field in the school because of limitation of time and energy. The principals ignore helping and guiding teachers in the area of subject content and teaching methodology even though they are distinctly related to class-room teaching. Principal’s opinion was that they had to play the policeman role, in such cases they could not do anything of teachers who waste time in classes and go to classes unprepared. The principals in most of the cases had failed to win the confidence of teachers and the visit to their classes offer little help to them.

Dhanasobhon (1982) studied leadership styles of secondary school principals as perceived by selected principals and teachers in Bangkok, Thailand. The instruments were distributed to 34 secondary school principals and 340 secondary school teachers. The conclusion were (i) the principals were perceived more frequently by themselves and their teachers as utilizing leadership
style (ii) there was agreement among the perceptions of principals and teachers about leadership effectiveness of secondary school principals (iii) sex, educational background and the number of years served in the current profession had no effect on the perceptions of the leadership styles of secondary school principals.

Das (1983) in his study on administrative behaviour in secondary schools found that the secondary school principals were moderately effective in their performance of administrative tasks. There was a significant positive relationship between principal’s administrative behaviour and teacher’s attitude towards work and work setting of the institution. There was no significant relationship between administrative behaviour of school head and school organizational climate and there was no significant relationship between principal’s administrative behaviour and student achievement.

Barrington (1985) found that widespread dissatisfaction exists with job related experience among administrators. Administrator’s approach to their job with highly specific expectations to what other administrator and organization should offer in terms of employee’s time, talents and efforts. On exploration of employee’s perspectives concerning job aspects that stimulate/motivate or inspire them in performance of their
function is a vital index to employee’s thought and feelings about their job. Administrators contribute to the job motivation of their peers by providing rewards that reinforce the aspirations of fellow administrative employees towards self actualization, autonomy, and responsibility.

Mohrer’s (1985) study revealed that teacher morale was highly related to teacher’s perception of their principal’s leadership style. Perceptions identifying the exploitative authoritative leadership style consistently reveal the lowest morale scores whereas perception identifying participative leadership style consistently revealed the higher teacher morale scores.

Pandey (1985) conducted a study of leadership behaviour of the principal, organizational climate and teacher morale of the secondary schools. The objectives were (i) to find out the relationship between the leadership behaviour of principals and the organizational climate of the schools (ii) to investigate the relationship between the leadership behaviour of principals and teacher morale, and (iii) to investigate the relationship between organizational climate and teacher morale. The major findings were (i) no significant difference was found between the leadership behaviour of rural and urban principals (ii) rural schools were more open than those in urban areas (iii) a positive and significant
relationship at 0.05 level was found between the initiating structure dimension of leadership behaviour and espirit, psycho-physical hindrance, controls, production emphasis and humanized thrust dimensions of organizational climate (iv) the consideration dimension of leadership behaviour was found positively and significantly related to psycho-physical hindrance, controls, production emphasis and humanized thrust dimensions of organizational climate (v) teacher morale was positively and significantly related to initiating structure and consideration dimension of leadership and controls, production emphasis and humanized thrust dimensions of organizational climate.

Ara (1986) conducted a study to investigate principal’s leadership behaviour in relation to teacher’s self concept, job satisfaction and some other institutional characteristics at secondary school level. The objectives were (i) to study how teachers self concept was related to the leadership behaviour of the principals (ii) to study the relationship between principal’s leadership and teacher’s job satisfaction (iii) to study how principal’s leadership behaviour was related to some other institutional characteristics. The findings were (i) High desirable leadership behaviour of the principals generated a higher degree of conformity in the teachers while low desirable leadership of
principals caused a low degree of conformity. (ii) The principal’s leadership behaviour was positively related to teacher’s job satisfaction. (iii) The rural urban location of the schools was not related with the teacher’s perception of principal’s leadership behaviour.

Bennett (1986) conducted a study on the sample of 56 teachers and 633 students. The finding indicated that principal teacher relationship has an impact on teacher effectiveness and this relationship appears to have complementary dimension.

Emenalom (1986) made a study under the title, “Relationship of teacher expectation to the principal perception of leadership behaviours of secondary school principals in Nigeria.” The purpose of this study was to determine the relationship of principal’s leadership behaviour as perceived by class-room teachers as well principal’s perceptions of themselves in selected secondary schools in Nigeria. It was concluded that there was a strong relationship between the teacher perception of the principal’s leadership behaviour and the principal’s perception of them.

Hassan (1986) described that there was a lack of agreement between teachers and department heads. Heads tend to judge themselves positive rather than teachers judging them. The male and female teachers as a whole had consistent perceptions of
leadership behaviour in most of the leadership behaviour description questionnaire. Teachers with lower degrees perceived their heads in a more positive and desirable way than those with higher degrees. Young and less experienced teachers considered their heads more positive than the more experienced teachers. It appears that many heads do not possess the knowledge, skills of foresight necessary for directing their departments.

Halpin (1991) investigated the relationship between the cognitive style matching of elementary principals and teachers and teacher’s perceptions of principal’s leadership effectiveness on 98 principals and 286 teachers. The results indicated that there was no statistically significant difference in the mean effectiveness scores among teachers who had a cognitive style match with their principal and teacher who had a miss matched style with their principal.

Bellard (1992) conducted a study to investigate the perceived effectiveness of teaching and non-teaching principals in the seventh day Adventist secondary educational system. The sample comprised of 840 teachers and 66 principals. The findings revealed that both principal and teachers perceived teaching and non-teaching principals to be equally effective in organizational development, organizational environment and educational program
development without regards to years of experience of the teacher or principal, the number of years the teacher had worked with for the current principal or the highest degree completed by the teacher or principal.

Barnett and McCormic (2000) conducted a study on transformational and transactional leadership behaviours of school principals in New south Wales State Secondary Schools and teacher outcomes and aspects of school learning culture. The study concluded that transformational leadership is more facilitative of positive teacher outcomes, task focus goals and excellence in teaching. However, both constructs of transformational and transactional leadership help to explain variation in teacher’s outcomes, task focus goals and excellence in teaching. The study also concluded that leadership is a critical process in schools that involves one to one relationships. Teachers, students and parents must consent to being led by a principal.

Khan (2002) in his study on leadership roles and improvement of standard of education in Pakistan found lack of communication and friction among staff, political pressure, substandard equipment, curricular and co-curricular activities, centralization of power, lack of proper supervision, lack of cooperation from localities, unsatisfactory instructional material.
was revealed that senior heads in age are less flexible and more effective in their assigned work. The study also explored that the heads with higher professional qualifications are more efficient. The study further indicated that the performance of the teachers of those institutions where school heads applied sharing leadership style was significantly higher than those of the teachers working under the other leadership style i.e. telling, selling and delegating.

Shouppe (2005) examined teacher’s perception of principal’s leadership style and school climate and the relationship between school climate and student academic performance. The results show that there is no significant relationship between school climate and student academic achievement. A statistically significant difference between teacher’s perceptions of teacher/principal openness and years of teaching experience and ethnicity was found.

John De Nobile (2009) presented a paper on school communication. He pointed at the two features of school communication; openness and access to communication channels, including opportunities for staff members and leadership to formally meet. The findings in the paper suggested strong links between openness, access and teacher job satisfaction and stress.
Singh Manjeet (2009) conducted a study on Leadership Styles of school principals of Delhi. The major findings of the study are: (i) teachers feel that principals often have ‘concern for production’ and ‘concern for people’ in the schools. They are task oriented, apply pressure for productive output and maintain performance standards. They also show mutual trust, respect and warmth in the relationship with the teachers. (ii) Mostly principals are applying ‘practical’ style of leadership. No one is applying democratic and absolutely autocratic style of leadership. This has been perceived by the teachers. (iii) Principals consider themselves task oriented and people oriented. (iv) There is a significant difference between perception of principals and teachers regarding the ‘concern for production’ and ‘concern for people’ dimension of leadership.

2.5 OVERVIEW

The perusal of the review of related literature provides a picture of teacher effectiveness, school organizational climate and administrative (leadership) behaviour operational in different socio-cultural settings and population groups. The review of the related literature pertaining to these variables, under investigation provides certain indications that may be briefly summed up as under:
• Effective teachers had significantly better personality adjustments and more favourable attitudes towards teaching than ineffective teachers (Chaya 1974).

• Extrovert teachers are more effective than the introvert teachers (Goel 1978).

• The teachers who possessed the highest level of motivation and self-actualization, tended to be more effective (Hayman 1985).

• Principal teacher relationship has an impact on teacher effectiveness and this relationship has complementary dimension (Benett 1986).

• Different results were found by the different authors with regards to the experience and teacher effectiveness. Stark (1987) found that teachers with more experience were more effective than the teachers with the lesser experience while Gupta (1988) and Edwin (1991) found that the effectiveness increased up to a certain years of experience and age and then starts declining. Eighnd (1987) found that experience, age and sex have no impact on teacher effectiveness. Marital status, qualification and experience don’t have significant impact on teacher effectiveness (Vijay Lakshmi 2002).
Female teachers are more effective than the male teachers (Biwas and De 1995). Teacher effectiveness is not related to income of the teachers (Rao 1995, Anyalewchi 1994).

The intelligence and total personality of a teacher are the most important personal factors which are positively related to his teachings (More 1988, Singh 1991, Sikora 1997). Background characteristics of teacher viz. educational levels, sibling status, childhood socio-economic level and parental education have an impact on teacher effectiveness (Minicucci 1988).

Understanding students, managerial skills, planning, educational background, administrative support and instructional method adopted by the teacher are the factors influencing teacher effectiveness (Anyalewchi 1994).

Teachers of urban schools were more effective than the teachers of semi-urban or rural schools (Prakasham 1988).

Different types of school organizational climate exist in different schools. Preety Gupta (2009) found controlled type of school organizational climate in Private schools and Familiar in Government Schools.

Closed climate schools have low teacher morale and open climate schools have higher teacher morale (Shelat 1975).
Open and autonomous environments are more favourable for the teacher effectiveness than the other type of school organizational climate. Teachers working in open climate experience less stressed and alienation, powerlessness and isolation. They were more happy (Biswas and Tinker 1993, Varshneya 1981) while teachers working in closed or controlled type of school organizational climate remained tense and developed some physiological and psychological deformities in their body (Gyanani 1998).

- Teachers serving in open climate are more humanistic in their pupil control ideology (Gandhi 1977).
- The gender wise perception of the school organizational climate differs. Female teachers perceived their school climate being more open than the male teachers did (Somad 1986, Hilliard 1981). Younger teachers perceive their school climate more open than the older teachers (Hilliard 1981).
- Schools with more open climate are more adaptable than the closed climate (Hilliard 1981).
- There is a definite relationship between the culture and climate of a school and the way the principal interacts with the teachers (Bullach 2001). There is a significant difference in the administrative/leadership styles of principals as
perceived by him and as perceived by teachers (Manjeet Singh 2009).

• Administrators and policy makers may nurture and retain effective teachers who are committed to school by fostering a friendly climate and a collaborative environment (Abler 2002).

• Principals of outside origin, short tenure and non-authoritarian elementary schools had open type of school organizational climate and more adaptable schools than inside origin, long tenure and authoritarian school principals (Hilliard 1981).

• Teachers perceive that age of the principal has no effect on his leadership behaviour and school climate (James 1983). Teachers who perceive their principal as effective leaders also perceive an open climate in their schools (Debella 1984).

• High desirable leadership behaviour of the principal generates a higher degree of conformity in the teachers than the low desirable leadership. Also, the principal’s leadership behaviour is positively related to teacher’s job satisfaction (Ara Nasreen 1986).

On the basis of the above studies conducted in last few years it can be said that teacher effectiveness, school organizational climate and administrative behaviour of school heads have been
the area of interest among researchers in the field of education. It has been noticed that percentage of schools under any one category of school organizational climate differed under different social settings and population groups and so did the teacher effectiveness and administrative behaviour. Keeping in view of this, this study has been taken on secondary school teachers and school heads of Himachal Pradesh. The following hypotheses were laid down to search for an empirical database.

2.6 HYPOTHESES

1. There will be significant difference in the teacher effectiveness of teachers working in the schools located in the urban and rural areas.

2. The teacher effectiveness of teachers will differ significantly across open, autonomous, familiar, controlled, paternal and closed type of school organizational climate.

3. The teacher effectiveness of teachers will differ significantly across secondary schools with different kinds of administrative behaviour.

4. The administrative behaviour of heads will differ significantly across open, autonomous, familiar, controlled, paternal and closed types of school organizational climate.