CHAPTER II

Review of Related Literature
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REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

Review of the related literature allows the researcher to update the current knowledge in the field or area of research. It helps the researcher to know about the methodology adopted, the tools and instruments used and findings obtained in the previous studies. The literature in any field forms the foundation upon which all future work will be built.

In the words of J. Francis Rummel, "Research is an endeavour to discover and develop knowledge. It is an intellectual process that has developed over hundreds of years ever changing in purpose and form and always searching for truth" (Aggarwal, J.C., 1996, P. 3).

Therefore to be a specialist in the field of study, a researcher has to go through almost all possible related literature and published studies. The information thus collected are collected in abstract form and detailed form. Studies in detailed form are identified as Indian studies and foreign studies.

2.2. RELATED STUDIES IN ABSTRACT FORM

The study “School Effectiveness and School Improvement in Context: The Case of South Africa” done by Clive Harber and Nithi Muthukrishna (2000) explores the issue of whether lists of characteristics constituting the effective school are universally valid. It argues that the effectiveness or otherwise of schools must be understood contextually as there are significant differences between both the material and ideological contexts of schooling. The report uses the example of South Africa to demonstrate the difficulties in judging schools in one context using criteria developed in another. Three examples of schools that can be considered effective in the context of the new South Africa are described and discussed and the report concludes by arguing that education for peace and democracy is an essential feature of school effectiveness in South Africa.

Daniel Muijs and David Reynolds (2000) made a study on “School Effectiveness and Teacher Effectiveness in Mathematics: Some Preliminary Findings from the
Evaluation of the Mathematics Enhancement Programme (Primary). In this study the
effect of teacher behaviours and classroom organisation on pupils’ progress in
mathematics was studied in years 1, 3 and 5 of primary schools in the UK participating
in a mathematics intervention programme. Data on a total of 78 teachers and 2,128
pupils was collected. Teacher behaviours were measured using a classroom observation
instrument developed for the project, and pupils were tested in March and July of 1998
using a curriculum-appropriate Numeracy test developed by the National Foundation for
Educational Research. Background data on pupils was also collected at both testing
occasions. Using multilevel modelling techniques it was found that teacher behaviours
were able to explain between 60% and 100% of pupils’ progress on the Numeracy tests.
Amount of time spent teaching the whole class was not related directly to pupils’
progress, but structural equation models were tested in which time spent teaching the
whole class was found to be related to effective teaching behaviours and thus indirectly
to pupil progress. The implications of the study for British educational policies and for
educational research more generally are discussed.

Pat Pridmore (2000) executed a study on “Children’s Participation in
Development for School Health” clearly presents a rationale for children’s participation
and argues that their capacity for participation is determined not only by age and by stage
of development but also by such factors as gender, religion, ethnicity, wealth and
disability. It critically reviews a range of models to measure children’s participation and
uses one of these models to analyse the level of participation illustrated in case studies of
school health in Nepal, Zambia and Botswana. Finally, it identifies strategies for
increasing the level of children’s participation through developing health-promoting
schools. It concludes that among the main barriers to children’s participation are the
attitudes of adults who have yet to fully realise the value of children’s participation and
to develop the skills needed to work with them as partners for health.

Jaap Scheerens (2001) made a study on “Monitoring School Effectiveness in
Developing Countries”. Reviews on school effectiveness research in developing
countries indicate that between-school variances are much larger than in industrialized
countries. Resource input factors appear to have a larger impact in developing countries,
while there are relatively few studies that have focused on instructional processes.
Results at this level are not very clear at this stage. Local contexts may shape and interact
with conditions that are expected to enhance effectiveness. Given the high stakes that are
involved and the degrees of existing variation, school effectiveness studies in developing countries have the potential to be at the cutting edge of empirical school effectiveness research in the near future. Integration and application of the knowledge-base in evaluation and monitoring projects by means of school process indicators is seen as the most responsible way to use the research findings for improvement purposes.

The study “Redefining School Effectiveness” executed by Geoffrey Walford (2002) examines some of the effects of the focus of school effectiveness research on the single variable of examination success. It considers the English political context within which the use of this indicator has developed and argues that such a focus has caused considerable harm. Finally, it emphasises the need for researchers to develop and use a greater variety of measures of school effectiveness.

The study “Generating Criteria for Measuring Teacher Effectiveness Through a Self-Evaluation Approach: A Complementary Way of Measuring Teacher Effectiveness” done by Kyriakides, L., R.J. Campbell, and E. Christofidou (2002) argues that the traditional conception of teacher effectiveness, focused on the teaching performance of individual teachers in relation to student cognitive outcomes, has limitations primarily because it does not recognise broader roles and responsibilities. A case study of a primary school staff attempting to generate criteria for effectiveness was conducted in order to develop a complementary approach. The criteria generated cover most of the characteristics of the effective teacher in the literature. Also the criteria generated in the case study school correlated strongly with those of a nationally representative sample. Implications for teacher effectiveness research are drawn.

Campbell, R.J., L. Kyriakides, R.D. Muijs and W. Robinson (2003) did a study on “Differential Teacher Effectiveness: Towards a Model for Research and Teacher Appraisal”. This study reviews the research on teacher effectiveness and develops the case for a model of teacher effectiveness in which differential effectiveness is incorporated. Five problems with current concepts of teacher effectiveness are identified: undue influence of available techniques upon the concept; emphasis on school, to the detriment of teacher, effectiveness; tenuous relationship to teacher improvement; narrowness of operational definitions in research; and the development of generic, rather than differentiated, models. In addition the failure of existing models to explain variance in pupil outcome at the classroom level, the neglect of teacher self-evaluation, and the restricted measures of pupil outcomes are noted. A differential model is proposed.
incorporating five dimensions of difference. These refer to teacher activity, outside as well as inside the classroom; curriculum subject; pupil background factors; pupil personal characteristics; cultural and organisational contexts of teaching. The developmental functions of such a model for research and for teacher appraisal are explored. Four problems for implementing a differentiated model are raised: complexity, stakeholder expectations, values, and policy acceptability. These are considered in the light of the controversial Hay McBer model in England and of models developed in Europe and the USA in the early decades of the last century.

Orlando J. Olivares (2003) executed a study on “A Conceptual and Analytic Critique of Student Ratings of Teachers in the USA with Implications for Teacher Effectiveness and Student Learning”. There is a large literature that suggests (numerical) student ratings of teachers (SRTs) are valid measures of teacher effectiveness. Nonetheless, there are many educators and researchers who continue to insist that SRTs are fatally flawed tools for assessing teacher effectiveness. Thus, supporters and critics of SRTs continue to gather validity-invalidity evidence to support their claims, yet neither provides a common conceptual framework by which evidence can be evaluated. In this study, the researcher used the principles of validation as a conceptual framework for critiquing validity-invalidity evidence and arguments. The utility of SRTs, as well as implications for teacher effectiveness and student learning, are explored.

Eva Marie Shivers, Carollee Howes, Alison G. Wishard and Sharon Ritchie (2004) conducted a study on “Teacher-Articulated Perceptions and Practices with Families: Examining Effective Teaching in Diverse High Quality Child Care Settings”. In this study the investigators examined associations among teacher-articulated beliefs and practices about families, teacher background characteristics, and observed teaching practices in programs that served low-income children and families of color. One hundred and fifty four children (50% girls) and their primary teachers from 12 programs in Los Angeles and rural North Carolina participated in this research. These teacher-articulated beliefs about families could be reduced through content coding of interview transcripts into two meaningful groups: (1) perceptions of families and (2) working with families. There were positive associations between teacher articulated practices and teachers’ beginning guidance. There were ethnic differences in family practices articulated by the teachers suggesting that practices are rooted within ethnic communities. There were modest associations between articulated practices and
perception of families, and when used together to represent teachers’ articulated beliefs about families, all were significant contributors to our model predicting effective teaching in the classroom.

Mawuadem Koku Amedeker (2005) did a study on “Reforming Ghanaian Teacher Education towards Preparing an Effective Pre-service Teacher”. The role of teaching practice in pre-service teachers’ training at the University of Education, Winneba in Ghana is reported. Teaching practice as a teacher development programme has come under the limelight for some time now in Ghana. The Initial Teacher Training Colleges (ITTC) in Ghana and the University of Education, Winneba (UEW) have replaced the four-week per year teaching practice with a new programme that seeks to enhance the efficiency of teacher-trainees. This involves teacher-trainees spending the entire last year of their training period out of campus to undertake teaching practice. In UEW the programme is dubbed ‘Student Internship’. The programme is an outcome of recent developments in the policies and practices of teacher education in Ghana. At UEW the innovative programme aims at reforming the training of the teacher-trainees so as to infuse greater professionalism into the students that the university turns out yearly. Despite the initial criticisms that the duration was too long, the programme has taken off with well-prepared structures that gave a resounding success to the first batch of teacher-trainees.

Paul Ayres and Wayne Sawyer and Steve Dinham (2004) executed a study on “Effective Teaching in the Context of A Grade 12 High-stakes External Examination in New South Wales, Australia”. This study identified effective teachers of high-achieving Grade 12 students in New South Wales, Australia. Nineteen teachers, across a variety of curriculum areas, were observed teaching and then interviewed. A further six teachers were interviewed only. Despite the high-stakes end-of-schooling examination, generating interest in and understanding of the subject was their paramount concern. A key common factor was an emphasis on having students apply knowledge, rather than being ‘spoon-fed’ information. Although many aspects of the lessons were channelled through the teachers, frequent opportunities existed for independent learning. Classrooms were relaxed environments, but highly focused. Teachers attributed their success to four major factors: their relationships with students, their classroom practices, the students themselves and faculty cooperation. No evidence was found that the high-stakes examination inhibited best-practice teaching.
Bert P.M. Creemers and Gerry J. Reezigt (2005) did a research on “Linking School Effectiveness and School Improvement: The Background and Outline of the Project”. School effectiveness and school improvement have different origins: School effectiveness is more directed to finding out “what works” in education and “why”; school improvement is practice and policy oriented and intended to change education in the desired direction. However, in their orientation to outcomes, input, processes, and context in education, they also have much in common. In the project Effective School Improvement (ESI), the merger of the 2 traditions has been pursued. In the theoretical part, different orientations have been analysed and combined in a model for effective school improvement. Based on this analysis, an evaluation framework was developed for the analysis of the case studies of school improvement projects in the participating countries. The theoretical model and the results of the analyses of the case studies were combined in a framework of effective school improvement.

The study “Toward Effective Teaching and Learning: Stories of Primary Schools’ Environmental Science Interest and Action” by Annette Gough and Brian Sharpley (2005) provides some stories of primary school teachers’ and students’ experiences of implementing new science teaching and learning strategies through an action research process that have also led to more environmental education occurring in the schools’ curriculum. The stories have been constructed from the coordinators’ journals, observations and interviews with the teachers and students in the schools. The teachers in the schools are consciously engaged in an action research-based model of curriculum change in science teaching and learning. The stories also acknowledge the critiques of critical theory in environmental education and the possibilities for a socially critical approach in environmental education within a context of the limited opportunities for both science and environmental education in primary schools.

Nitza Davidovitch and Roberta M. Milgram (2006) conducted a study on “Creative Thinking as a Predictor of Teacher Effectiveness in Higher Education”. Creative thinking, defined as the quantity and quality of ideational fluency, was investigated as a predictor of teacher effectiveness in 58 college-level instructors. The correlation between creative thinking and teacher effectiveness defined as real-life problem solving was $r = 0.64$, $p < 0.0001$. The absence of a relation between creative thinking and student evaluations was attributed to the fact that student evaluations did not include their opinion of their teachers’ creativity. The findings suggest the potential
benefits in sponsoring pre-service and in-service workshops to enhance teachers’ creative thinking ability and including creativity in the evaluations of faculty.

Daniel Muijs (2006) did a study on “Measuring Teacher Effectiveness: Some Methodological Reflections”. This study presents an overview of some key issues in researching teacher effectiveness from a process-product perspective. The choice of outcome measure is a first key area. Traditionally most teacher effectiveness research has utilised externally published standardised tests. However, it will be argued that this is too limited in the light of societal demands on education. Actually measuring teacher factors is an issue the difficulty of which has often been underestimated. Classroom observation, surveys of teachers and students, and qualitative methods such as interviews have been most frequently employed. The advantages and disadvantages of each are discussed. In the final section, the main analysis methods suitable for teacher effectiveness research are outlined.

The study “Conceptions of Effective Teaching in Higher Education: Extending the Boundaries” executed by Eileen Carnell (2007) examines university teachers’ conceptions of effective teaching. It reports a small illuminatory study of eight teachers. Their narratives identify rich insights. Conceptions of ‘learning through dialogue’, ‘community of learners’ and ‘meta-learning’ emerge as crucial in supporting students’ learning. These conceptions extend understanding of effective teaching in higher education and illuminate how teachers transform their teaching to transform learning. Insights emerge about the importance of social contexts. Theoretical dimensions informing pedagogy, knowledge construction, relationships between teaching and research, and professional learning are congruent: dialogue and collegiality are key. What inhibits teachers’ effectiveness is the ‘performativity’ culture especially setting aside preferred ways of operating as colleagues. A model is constructed to explain opposing standpoints.

The empirical study “Teacher Perceptions of the Goals of Effective School Reform and Their Own Role in it” by Jana Kalin and Milena Valeni Zuljan (2007) examined how teachers understand the main aim of the reform, and how they evaluate their own level of competence in areas which have gained in importance as a result of the reform. The study included 468 primary and grammar school teachers. The results show that teachers have a fairly narrow view of the goals of the reform. The categories stressing a more active and responsible role of the learner (in line with modern models of
instruction and learner-centred paradigms of curriculum development) did not rank highly. The study also points at areas where teachers need additional training. The importance of quality teacher education at pre-service and in-service levels is stressed as a pillar of effective school reform.

The objective of the study “Examining Teacher Effectiveness within Differentially Effective Primary Schools in the People’s Republic of China” executed by Charles Teddlie and Shujie Liu (2008) was to advance our understanding of educational effectiveness processes within contexts where they have seldom been studied before: rural and urban areas in China. Utilizing a “contextually sensitive” school effectiveness research design, they collected classroom observation data to address their research hypotheses and question. The research design called for crossing 2 levels of effectiveness status (more effective, less effective) and 2 levels of community type (urban, rural). Multivariate analyses of variance with traditional teacher effectiveness variables as the dependent indices yielded significant differences between more effective and less effective schools and between urban and rural schools. Qualitative results complemented the classroom observations by identifying unique characteristics of classroom teaching in the People’s Republic of China.

Thomas J. Tomcho and Rob Foels (2008) executed a study on “Assessing Effective Teaching of Psychology: A Meta-Analytic Integration of Learning Outcomes”. Teaching researchers can assess learning outcome effectiveness as a function of students’ graded performance or changes in knowledge, skills and behaviors, or attitudes. The researchers meta-analyzed 197 studies to determine the effectiveness of teaching activities in Teaching of Psychology (ToP) both overall and also as a function of type of learning outcome assessment. They found that, on average, studies evidenced a medium effect size across types of learning outcomes. Given the effectiveness of ToP teaching activities, researchers should address the (a) potential confounding role of teacher rapport, immediacy, and alliance in evaluating teaching effectiveness; (b) ethics of teaching activity development; and (c) appropriateness of using course grades to assess teaching activity effectiveness.

The primary purpose of the study “Perceptions of Student Teachers towards the Effectiveness of Co-operating Teachers, School Principals and University Supervisors Participating in the Teacher Education Program in Jordan” by Akram Albasheer, Samer Khasawneh, Abdallah Abu Nabah and Salah Hailat (2008) was to determine perceptions
of student teachers regarding the effectiveness of university supervisors, school principals and co-operating teachers participating in the teacher education program at the Hashemite University in Jordan. A total of 120 student teachers participated in the study by completing the researcher-designed questionnaires. The results indicated that participants perceived favorable high agreement toward the effectiveness of university supervisors and co-operating teachers and moderate agreement toward the effectiveness of school principals. Furthermore, based on t-test and ANOVA analysis, significant differences were not found in student teachers’ perceptions based on gender and grade-point average (GPA). The study ended by offering a number of practical and theoretical implications for the field of study.

2.3. RELATED STUDIES IN DETAILED FORM

A RELATED INDIAN STUDIES

Study – 1


Title : Leadership Styles and School Effectiveness: A Study of Head-Masters of Secondary Schools of Nashik District of Maharashtra.

The objectives of the study were: (1) To study the pattern of leadership styles of the school head masters in general. (2) To understand the dominant leadership style of the high school head masters in general. (3) To find out the relationship between the leadership style and school effectiveness. (4) To find out relationship pattern, age, experience, qualification and in service training programs attended and leadership styles of the head masters. (5) To find out the innovative school.

The study was descriptive type. For the study, head masters and 620 teachers were selected randomly from Nashik district. The tools used for data collection were: Leader’s behavior Scale (S001; LBS), Leader’s Style (S002; LSS) Scale by Jai, B.P. Sinha, Subordinates Preference Scale (S003; ISPS) and Behavior Preference Scale (S004; BPS) developed by T.N. Sinha and Jyoti Peasad and data blank was prepared by the investigator. Coefficient of correlation was used for data analysis.

The findings of the study were: (1) The bureaucratic and authoritarian styles of leadership are negatively correlated with school effectiveness. (2) Nurturant as task oriented: task oriented, nurturant and participative style sound well. (3) The NT style is correlated with school effectiveness, such leaders have affection about subordinates and
They provide warmth for developing the organization. It was found the most dominating style. (4) New entrants, group of head masters with less experience than 5 years also started following T and NT style, such leaders utilize all the resources for the betterment of the school system. (5) Age old and experienced personal are practicing P, NT styles. (6) Head masters who have undergone the orientation courses show better scores for NT, P styles. B, F styles are lesser preferred.

**Study – 2**

**Investigator**: Thakur, R.S. (1996)

**Title**: A Study of Relationship among School Climate, Professional Zone of Acceptance of Teachers and Teacher Morale in the context of Teacher’s Organismic Variables.

The objectives of the study were: (1) To identify and study the organizational climate of secondary schools of central Gujarat. (2) To identify and study the morale of teachers in secondary schools of central Gujarat. (3) To assess the professional zone of acceptance (PZA) of teachers and to categorize the teachers into narrow and wide zones of acceptance. (4) To investigate the relationship between PZA of teachers and the organizational climate of the schools. (5) To investigate the relationship between the morale of the teachers and the school climate. (6) To investigate the relationship between the school climate and the PZA of teachers. (7) To categorize schools into open and close climate schools on the basis of OCDQ (Organizational Climate Description Questionnaire) scores.

It was a survey study. A stratified random sample of 143 secondary schools of central Gujarat was selected at the initial stage. Of these, 99 schools responded completely to OCDQ. Thus the final sample comprised of 99 schools and 495 teachers (five from each school). The data were collected by administering OCDQ developed by M. T. Patel for assessing school climate. The teacher morale was assessed with the help of Purdue Teacher Opinionnaire (PTO) adapted by Pandya (1985). The professional zone of acceptance of teachers was assessed by PZAI by Kunz (1973). One way and two way ANOVA, Chi-square and correlational techniques were used to analyze the data.

The major findings were: (1) The teachers of both open and close climates were similarly prone to academic activities and to work well. (2) The teachers of open climate schools would engage themselves more in the routine than those of the closed climate schools. (3) The teachers of open climate schools were more satisfied and enjoying a
sense of accomplishment more in their job than those of the closed climate schools. (4) The teachers of open climate schools would show intimacy among them regarding their relationships in and outside the school. (5) The principals of the open and closed climate schools manifested ‘Aloofness’ behaviour equally. (6) The principals of open climate schools acted more vigorously, tended to show more ‘Thrust’ characteristics and were more considerate and humanistic as compared to those of closed climate schools. (7) Schools of both the category differed significantly in respect of their ‘openness’ elements. (8) The teacher rapport with the principal in all the schools was identical. (9) All the teachers were satisfied with the teaching. (10) The rapport among teachers was healthy. (11) Majority of the teachers showed high morale on the salary problem. (12) The teachers showed no disagreement regarding the teacher’s load. (13) On curriculum issues, the teachers showed more than average moral status. (14) Majority of the teachers agreed with the teachers of other schools regarding the issue of their professional status. (15) The teachers had different opinions regarding the factors of community support of education, community pressures on schools and the responsibilities of the schools. (16) The teachers of open climate schools had wider PZA than those of closed climate schools. (17) The widest PZA was displayed by Aloofness characteristic of the principal while narrowest zone was displayed by one’s consideration characteristic. (18) The teachers having high morale were prone to display wider PZA than those having low morale. (19) Interaction between school climate and principal’s characteristic was significant in the production of PZA of teachers.

Study – 3


Title : A Study of School Climate and its relationship with Creativity, Personality and Academic Achievement of Adolescents.

The objectives of study were: (1) To identify schools having rich and poor school climate and to identify adolescents studying in rich and poor school climate. (2) To find out the relationship between richness of school climate with the creativity, personality and academic achievement of adolescents. (3) To see and the compare the creativity level, personality characteristics and academic achievement of adolescents studying in rich and poor school climate.
The research was Descriptive Survey in nature. The sample comprised 504 students of Class XI from Government-aided Senior Secondary Schools of Jammu. The sample was selected using stratified random sampling technique. Indian Adaptation of School Climate Description Questionnaire by Sharma, Verbal Test of Creative Thinking by B. Mehdi, Indian Adaptation of 16 PF Questionnaire by Kapoor and Tripathi, and Percentage of Marks of Class X as Academic Achievement were used for data collection. The data were analyzed with the help of Mean, SD and t-test.

The findings of study were: (1) Creativity is found to be significantly and positively correlated with all eight measures of school climate and total climate score. (2) Factor A, B, C, G, Q1, Q3 were found to be significantly and positively correlated with three or more measures of school climate as well as total school climate. (3) Only Q4 personality factor was found to be significantly and negatively correlated with two measures of school climate description questionnaire. (4) Remaining nine personality factors were not significantly correlated with all the measures of school climate and total school climate score. (5) Academic achievement was significantly positively correlated with all the eight measures of school climate. (6) Mean score of creativity of adolescents studying in rich school climate is significantly higher as compared to the mean scores of creativity of adolescents studying in poor school climate. (7) Adolescents do not differ on the 16 personality factors whether they are studying in rich or poor school climate. (8) Mean score of achievement of adolescents studying in rich school climate is significantly higher as compared to the mean score of achievement of adolescents studying in poor school climate.

Study – 4


Title : A Study of Attitude Towards Work and Need for Achievement of Secondary School Teachers in Relation to School Effectiveness.

The objectives of study were: (1) To study the level of attitude towards work of secondary school teachers. (2) To study the factors affecting the level of attitude towards work of secondary school teachers, that is, sex, age, experience, work, type of schools, size of schools and level of education. (3) To study the level of need for achievement of secondary school teachers. (4) To study the factors affecting the levels of need for achievement of secondary school teachers, that is, sex, age, experience, work, type of
schools, size of schools and level of education. (5) To study the relationship between attitude towards work of secondary school teachers, need for achievement of secondary school teachers and the effectiveness of secondary school.

Sample consisted of 960 teachers from 96 randomly selected schools. Multi-stratified random sampling method was used. Tools used for collecting the data were Achievement Value Inventory by Prayag Mehta, TAT by McClelland, and Atkinson et al., A check list of enquiring the biodata of secondary school teachers, the Scale to measure school effectiveness constructed and standardized by the investigator. The data were analyzed with the help of t-test, ANOVA, correlation, and Student Range Statistical Test (q).

The findings of study were: (1) The attitude towards work of secondary school teachers belonging to male and female groups was in high level. (2) The attitude towards work of secondary school teachers belonging to different groups of age was in high and medium levels. (3) The attitude towards work of secondary school teachers belonging to different groups of experience of work was in high and medium levels. (4) The mean achievement scores of achievement of work of secondary school teachers belonging to different groups of age were in medium level. (5) The mean achievement scores of achievement of work of secondary school teachers belonging to different groups of experience of work were in medium level. (6) The mean achievement scores of achievement of work of secondary school teachers belonging to different group of levels of education were in medium level. (7) The mean achievement scores of achievement of work of secondary school teachers belonging to different group of size of schools were in medium level. (8) The mean achievement scores of achievement of work of secondary school teachers belonging to different group of types of schools were in medium level. (9) The mean scores of attitude towards work (achievement of work, characteristics of work, and advancement in portion) of secondary school teachers belonging to different sex groups were significant, while of secondary school teachers belonging to different sex groups were not significant (recognition and responsibility). (10) The mean scores of attitude towards work (achievement, characteristics of work and responsibility) of secondary school teachers belonging to different types of school group were significant, while of secondary school teachers belonging to different sex groups were significant while (recognition and advancement of position) were not significantly different for different types of school group. (11) The mean scores of attitude towards work (achievement of work, recognition, characteristics of work and responsibility) of
secondary school teachers belonging to different age group were significant, while of secondary school teachers belonging to different sex group (advancement in position) were not significant. (12) The mean scores of attitude towards work in total score and in different components of secondary level school teachers belonging to different groups of experience of work were significantly different. (13) The mean scores of attitude towards work (achievement of work) of secondary school teachers belonging to different groups of levels of education was not significant, while mean score of attitude towards remaining components were significant. (14) The mean scores of attitude towards work (achievement of work, characteristics of work and advancement in position) of secondary school teachers belonging to different groups of size of schools were significant while on other component the differences were not significant.

Study – 5

Investigator : Ziauddin, Fouzia (2001)

Title : Organizational Climate and School Effectiveness.

The objectives of the study were: (1) To assess the organizational climate and school effectiveness of the schools selected for the study, that is, schools under government, private managements and aided schools. (2) To assess the organizational climate and school effectiveness on the basis of the academic performance of schools in the SSC examination. (3) To find out the organizational climate and school effectiveness according to certain select personal background variables of the participants, such as, age, sex, educational qualifications, professional training, teaching experience. (4) An attempt has been made to study the relationship between organizational climate and school effectiveness in order to know the nature, type and direction of their relationship.

Analytic research design was applied. There were 34 schools and 353 teachers who participated in the study. Stratified random sampling was used. The schools were divided into four categories according to the degree of successfullness based on the percentage of SSC examination results, during 1995-96, 1996-97, and 1997-98, declared by the Board of Secondary School Education of Andhra Pradesh. These categories were below 25% (very less performing), 26 to 55% (just performing), 56 to 75% (highly performing), above 75% (very high performing) and 10% schools from each category of results under the aided, government and private management’s. For the purpose of the study the Organizational Climate and School Effectiveness (OCASE) Description
Questionnaire consisting of 133 Likert type items was administered to the teachers of the school.

The findings of the study were: (1) The schools under private management had more favorable ‘organizational climate’ than schools under the government management and aided schools which had a less favorable climate. (2) A significant difference was found in the school effectiveness of schools under the government, private management and aided. (3) The very highly performing schools with above 75% pass in SSC examination have perceived to have a more favorable organizational climate than their counterparts. (4) A similar trend was observed in very less performing schools except that the teachers perceived ‘hindrance’ and ‘disengagement’ to be lesser in their schools than highly and just performing schools. (5) The older participants above 40 years of age in very highly, highly, just and very low performing schools have perceived higher on all dimensions of organizational climate. (6) The male participants in very less and just highly performing schools perceived higher on ‘hindrance and disengagement’, where as in very highly performing schools perception of both males and females were same and much lesser. (7) The graduates in all the schools, very less, just, highly performing schools perceived higher on all dimensions of organizational climate whereas in very highly performing schools, it was the postgraduates, and graduates who perceived the same on all the dimensions of organizational climate. (8) In very highly performing schools, the more experienced teachers perceived lesser on ‘disengagement, hindrance and aloofness’ and perceived higher on ‘morale, thrust, consideration and warmth and task achievement’. (9) The graduates and postgraduates of very less performing schools perceived it similar on ‘academic development’ comprising of ‘academic achievement, teacher’s role, classroom management’, whereas in just performing schools the graduates perceived higher on this dimension than their postgraduate counterparts. (10) On ‘academic development’ comprising of ‘academic achievement, teachers’ role, classroom management’, the perceptions of male participants on ‘school effectiveness’ in very less performing schools, just performing school and very highly performing schools, was almost the same, whereas in highly performing schools, the male participants scored more than the female counterparts. (11) As far as influence of experience of participants on ‘school effectiveness’ was concerned, those above ten years of experience perceived higher on the dimension ‘academic development’ comprising of ‘academic achievement, teachers’ role, classroom management’ in very less performing, just performing and highly performing schools than those below ten years of experience in very highly
performing schools but the less experienced participants perceived higher than the more experienced participants.

Study – 6

Investigator : Jayaramanna, K. (2001)

Title : A Study of Teacher Effectiveness in Relation to Work Orientation and Achievement of Students at Primary Level.

The objectives of study were: (1) To know the influence of dimensions of the aspects, namely, personal, professional, intellectual, strategies of teaching and social aspects on the teacher effectiveness and to know the total effect of all these dimensions on teacher effectiveness. (2) To know the perceptions of primary school teachers towards work orientation. (3) To study achievement levels of students in relation to teacher effectiveness. (4) To study the significant differences of teacher effectiveness among primary school teachers with reference to demographic and professional variables. (5) To study the significant differences of work orientation among primary school teachers with references to demographic and professional variables. (6) To study the relationship between teacher effectiveness and academic achievement of the students at primary level. (7) To study the relationship between five dimensions of teacher effectiveness and academic achievement of the students at primary level. (8) To study the relationship between work orientation of teachers and academic achievement of students at primary level. (9) To study the relationship between teacher effectiveness and work orientation of teachers at primary level. (10) To study interrelationship among five dimensions of teacher effectiveness at primary level. (11) To study the relationship between affiliation orientation and achievement orientation among primary school teachers. (12) To study the relationship between total mean score of teacher effectiveness and the mean score of individual dimensions of teacher effectiveness among primary school teachers.

This study was survey in nature. The study was conducted on 250 primary school teachers and 750 students of class V from 160 selected schools of Vizianagarm District. The Work Orientation of Teachers was measured with the help of standardized Indiresan’s Work Orientation Inventory. To measure the Teacher Effectiveness and Student’s Academic Achievement tools were developed by Investigator. Critical ratio and correlation statistical techniques were used to analyze data.
The findings of study were: (1) Regarding teacher effectiveness and work orientation among teachers and achievement of students, rural scored significantly higher than urban and tribal localities. (2) There is no influence at all to any of demographic and professional variables on intellectual aspect of teacher effectiveness. (3) Regarding fourth dimension – strategies of teaching, it was noticed that teachers working in rural localities excel well than their tribal counterparts. (4) So far as social aspect, very peculiarly under graduates possess more perception than graduate teachers. (5) Regarding work orientation of teachers as perceived under two sub scales – affiliation and achievement orientation which are opposing ideologies, all demographic variables except urban versus rural have a vital influence on achievement orientation and all professional variables except professional cadre did not possess any influence. (6) The positive relation between academic achievement of student and both the sub-scales of work orientation of teachers reveal that both the work styles of teachers evidently influence academic achievement of student. (7) Values of correlation between teacher effectiveness and both the sub-scales of work orientation among teachers reveal that achievement orientation than affiliation orientation vitally influenced teacher effectiveness.

Study – 7


Title : A Study of Job Satisfaction and Teacher Effectiveness of Primary School Teachers.

The objectives of study were: (1) To find out the relationship between job satisfaction and teacher effectiveness. (2) To find the significance of difference of means between different categories of demographic variables in respect of job satisfaction and teacher effectiveness. (3) To compare high-low groups of job satisfaction and teacher effectiveness.

The sample comprised of 258 Teachers of primary schools from Visakhapatam District. Job Satisfaction and Teacher Effectiveness Scales were developed and standardized by Investigator for data collection. The data were analyzed by computing correlation.

The findings of study were: (1) High job satisfaction would lead to effectiveness in teaching to initiate desirable learning outcomes. (2) Age of the teachers has a
significant positive relationship with job satisfaction, but it has no relationship with teacher effectiveness. (3) Job satisfaction and teacher effectiveness have no relationship with service experience of teachers. (4) Income has a significant positive relationship with job satisfaction and teacher effectiveness. (5) Sex, marital status, location of the school, type of management, age, income and in-service training programmes influence the level of job satisfaction and teacher effectiveness. (6) General educational qualification and service experience have no impact on job satisfaction and teacher effectiveness. (7) Teachers with high job satisfaction do differ significantly from teachers with low job satisfaction in regard to teacher effectiveness. (8) Teachers with high teacher effectiveness do differ significantly from teachers with low teacher effectiveness in regard to job satisfaction.

Study – 8


Title : Perception of School Climate: A Social, Psychological and Educational Study of Secondary School Students.

The objectives of study were: (1) To study the relationship between perception of school climate and socio-economic status of the students. (2) To study the relationship between perception of school climate and family climate of the students. (3) To study the relationship between perception of school climate and intelligence of the students. (4) To study the relationship between perception of school climate and self-concept of the students. (5) To study the relationship between perception of school climate and years of stay in school by the students. (6) To study the relationship between perception of school climate and academic achievement of the students. (7) To study the relationship between perception of school climate and types of school. (8) To study the relationship between perception of school climate and different streams of study in school. (9) To study the relationship between perception of school climate and sex of the students.

The Research was Ex-Post Factor in nature. The sample comprised of 527 Students of Class XI from 9 different Schools of Lucknow. It was selected with the help of Random Sampling Technique. Socio-economic Status Scale by Kuppuswamy (1962), Raven’s Progressive Matrices Test (1983), Swatava Bodh Parikshan by Sherry, Verma and Goswami (1979) were used for collecting the data. Perception of School Climate and
Family Questionnaire developed by Researcher were used for data collection. The data were analyzed with the help of t-test and Chi-Square Test.

The findings of study were: (1) SES show no relationship with school perception for these group. (2) Higher the perception of school climate, higher is the score on family climate. (3) High level of intelligence goes hand in hand with high level of school perception. (4) The students with high self-concept have good perception of the school climate. (5) Boys’ sample had no relationship between school perception and years of stay in school but only show some relationship where girls with longer years of stay perceive school climate poorly. (6) There exists some relationship between perception of school climate and academic achievement. (7) Type of school has a relationship with perception of school climate for combined and girls sample but not for the boys sample. (8) The streams of study and school climate are not independent of each other. (9) Girls perceive their school climate significantly more positively compared to the boys.

Study – 9


Title : A Study of the Institutional Effectiveness of the Colleges of Education in Relation to the Cost of Teacher Education.

The objectives of study were: (1) To compare the following in case of student-teachers belonging to open and reserved category - (i) EPFTES, (ii) APFTES, (iii) DS, and (iv) ICOE of students-teachers. (2) To compare the following in case of students-teachers from private-aided and private-unaided colleges: (i) EPFTES, (ii) APFIES, (iii) DS, and (iv) ICOTE of students. (3) To compare the graduate and postgraduate student-teachers on the above four variables. (4) To compare the students of arts, science and commerce faculties on the four selected variables.

The study was quantitative descriptive type. The correlation method and casual-comparative method were used. The sample consisted of 343 B.Ed. students of Greater Mumbai Colleges affiliated to the University of Mumbai with English as the medium of instruction. Stratified random technique was used for selecting the student-teachers and colleges separately. A rating scale to measure Institutional Effectiveness by Pandya, an Inventory to measure Traditional Cost incurred by students by Wakpainjan and a Personal data sheet made by researcher were used as tool. The correlation, ANOVA, t-test and W2 estimate were used for data analysis.
The findings of study were: (1) There is a significant difference in the ICOTE of student-teachers belonging to the open and reserved category. (2) There is a significant difference in the EPFETS of student-teachers of private aided and private unaided colleges. (3) There is no significant difference in EPFTES of student-teachers of private aided and private unaided colleges. (4) There is no significant difference in DS of student-teachers of private aided and private unaided colleges. (5) There is a significant difference in the ICOTE of student-teachers of private aided and private unaided colleges. (6) There is no significant difference in the EPFETS of student-teachers with different levels of qualification. (7) There is no significant difference in the APFTES of student-teachers with different levels of qualification. (8) There is no significant difference in the DS of student-teachers with different levels of qualification. (9) There is no significant difference in the ICOTE of student-teachers with different levels of qualification. (10) There is a significant difference in the EPFETS of student-teachers educated in different faculties. (11) There is a significant difference in the APFTES of student-teachers educated in different faculties. (12) There is a significant difference in the DS of student-teachers educated in different faculties. (13) There is a significant difference in ICOTE of student-teachers educated in different faculties.

B RELATED FOREIGN STUDIES

Study – 1


Title : Thinking Ahead: A Systems Approach to Understanding Individual Leadership Capacity and Performance Effectiveness in Organizations.

As the demand for effective leadership outstrips supply, greater pressure will be placed on finding practical, cost-effective ways of building sustainable leadership capacity into organizations. The current study attempted to develop a behaviourally-based measure to identify early (non-supervisory) leadership talent and examine ways that organizations can facilitate leadership development and build internal leadership capacity. Results indicate a four factor model of individual leadership capacity consisting of work ethic, problem-solving, inspiring and supporting others, and adaptability. Analyses of supervisor ratings also indicate that individual leadership capacity is significantly related to job performance, leadership ability and formal leadership potential. Those aspects of the organizational learning system associated with increased
individual leadership capacity are: (a) teamwork, (b) cross-functional teams, (c) team psychological safety, (d) democratic team leadership, (e) involvement in informal leadership development opportunities, and (f) the fairness with which leadership opportunities are provided to front-line staff. It was also found that perceptions of fairness significantly predicted normative commitment, general job satisfaction and individual turnover intentions. Finally, support was also found for the relationship between organizational intentionality and each of the following leadership program related outcomes: (1) cynicism, (2) satisfaction, (3) effort, (4) feelings of personal success in the organization, and (5) perceptions of intrinsic and extrinsic reward.

Study – 2

Investigator : Merino, Akindotun (2005)


The purpose of this research was to study how stressors related to changes in educational policies affect the mental health of educators. Specifically, this study examined the effects stress related to the changes in academic policies has on the collective self-esteem and psychological well-being of urban teachers. Participants in this study were 100 urban teachers selected from schools in San Bernardino County. Each participant was asked to complete a series of questionnaires assessing demographic information, stress related to academic policy changes, teacher experiences, collective self-esteem, and psychological well-being. This study employed a correlational design. It was hypothesized that: (a) stress related to changing academic policies and teacher experiences will significantly contribute to the explained variance in psychological well-being; (b) stress related to changing academic policies and teachers’ experiences in the inner cities will significantly contribute to the explained variance in Public and Identity dimension of collective self-image. A series of hierarchical multiple regressions were used to test each hypothesis. The psychological well-being hypotheses were supported while parts of collective self-esteem hypotheses were rejected. The analyses section demonstrates that occupational factors can have an important impact on the psychological well-being of urban teachers in California. The results of this study demonstrated that stress, examined in the urban education context, has important psychological implications for teachers in urban California.
Study – 3

**Investigator**: Gonzalez, Guadalupe Lopez (2006)

**Title**: A Study of Teacher Effectiveness in the Teaching of Literacy to Middle School English Language Learners Using the Language Enrichment II Program.

A mixed methods study consisting of a survey and classroom observations was conducted with ten English-as-a-Second-Language teachers and 112 students from the Yellow Rose Independent School District (YRISD) to determine teacher effectiveness in the teaching of literacy to Middle School (MS) English-Language-Learners (ELLs) using the Language Enrichment II (LE II) Program. The survey explored teachers’ backgrounds, attitudes about teaching behaviors, program application, and beliefs and attitudes of the program. The classroom observations searched for classroom interaction. Five research questions were asked: (1) Is teacher effectiveness in the teaching of literacy to MS ELLs using the LE II program based on teacher background? (2) Is teacher effectiveness in the teaching of literacy to MS ELLs using the LE II program based on teacher attitudes towards teaching behaviors? (3) Is teacher effectiveness in the teaching of literacy to MS ELLs using the LE II program based on teacher application of the LE II program? (4) Is teacher effectiveness in the teaching of literacy to MS ELLs using the LE II program based on teacher beliefs and attitudes of the LE II program? (5) Is teacher effectiveness in the teaching of literacy to MS ELLs using the LE II program based on teaching behaviors? This research examined quantitative data to test the following hypotheses: There is no statistically significant difference in teacher effectiveness in the teaching of literacy to Middle School English-Language-Learners using the Language Enrichment II Program as measured by student test scores among teachers with: Ho1: different backgrounds, Ho2: different attitudes towards teaching behaviors, Ho3: different LE II application of program, Ho4: different teachers’ beliefs and attitudes of the LE II program, and Ho5: different teaching behaviors. The findings show statistically significant differences in student achievement on standardized test scores when associated with certain attributes of teacher background, teacher attitudes toward teaching behaviors, teacher application of program, teacher beliefs and attitudes of the program and teaching behavior. Thus, the null hypotheses were rejected only for certain characteristics of the independent variables.
Study – 4

Investigator : Hacking, Daniel (2006)

Title : The Impact of Teacher Evaluation on Teacher Effectiveness in Support of Student Achievement: A Case Study.

This case study investigated the current teacher evaluation process and its impact on teacher performance in support of student achievement. The focus of this study was one high-performing urban elementary school, studied to discover how the evaluation procedure was carried out at the site and to identify its effects on student achievement and school improvement. Quantitative and qualitative data obtained through interviews, surveys, school and district documents, and onsite observations were analyzed using Creswell’s 6step process. This dissertation was one of 15 completed in a thematic dissertation process. All cohort members used the same research tools to examine different high-performing schools. Results indicated that the evaluation process was not particularly effective in improving student achievement through increased teacher performance. Ultimately, the study yielded emergent themes of professional development, teacher collaboration, focus on student results, and leadership as support mechanisms for teacher and school growth.

Study – 5

Investigator : Harwell, Dana Rolison (2006)

Title : Can Holistic Wellness Predict Teacher Effectiveness?

Wellness literature reported that the current focus on academic achievement and high-stakes testing has sacrificed wellness in students, and ‘there is a strong need and a public outcry to promote wellness in public schools’ (Myers and Sweeney, 2005, P. 228). Also, the promotion of schoolwide well-being will enrich the academic experience of students and families. In addition, school staff members who are aware and knowledgeable of wellness concepts may be more likely to apply healthy strategies in the curriculum and throughout the school (Myers and Sweeney, P. 232). Effective teacher research supported the Student Teacher Assessment Instrument as a viable measure of teacher effectiveness. The purpose of this research was to determine whether holistic wellness as defined by creative self, coping self, social self, essential self, and physical self as measured by the 5F-Wel can be used to predict teacher effectiveness as measured
by the STAI. The research question proposed for this study was: Is there a relationship between wellness as measured by the Five Factor Wellness Inventory and effective teaching as measured by the STAI? The research design was correlational. A convenience sample of voluntary participants among the 54 teacher interns during the spring 2006 semester from Mississippi State University-Meridian campus was used. The predictor variables were the second order factor scores on the 5F-Wel. These factors are creative self, coping self, social self, essential self, and physical self. The dependent variable was the overall formative score on the STAI. The results obtained show the predictor variables included in the multiple linear regression analysis did not predict teacher effectiveness as measured by the STAI at an accuracy greater than chance. A statistically significant relationship between the predictor variables and dependent variable was not found. Specifically, wellness as measured by the second order factors on the 5F-Wel did not predict teacher effectiveness as measured by the STAI in this study. Recommendations included: (a) using similar methodology in other studies and (b) replicating the study with future cohorts of student interns from Mississippi State University-Meridian Campus.

Study – 6


Title : A Day in the PARC: An Interactive Qualitative Analysis of School Climate and Teacher Effectiveness through Professional Action Research Collaboratives.

This study examines the effects Professional Action Research Collaboratives (PARCs) have on several variables including teacher effectiveness, school effectiveness, and school climate. Mixed methods including Interactive Qualitative Analysis and non-parametric Mann Whitney U statistics were used to explore these effects. PARC participation was found to have no significant effect on school climate or teacher effectiveness; however, PARC Schools demonstrated higher school effectiveness scores than Comparison Schools. This project also generated a systems relationship diagram of school climate in PARC schools using Interactive Qualitative Analysis, and this paper offers a criticism of this fledgling method of data collection and analysis. There are, to this date, no published studies utilizing the IQA method. Although IQA is ultimately a detailed and time-consuming undertaking, the process is supported by detailed organization, supportive data collection and analysis tools, and methodological rigor.
These characteristics make IQA an attractive choice for new researchers in need of a guided method of analysis, or researchers with quantitative leanings who may face a qualitative research question. Several limitations to IQA were uncovered during the extent of this study. Most of these limitations, such as unfamiliar jargon and unusual methods of data collection and analysis, are to be expected with the introduction of new methods and an accompanying vocabulary and will subside with utilization of the methodology.

Study – 7


Title :  The Effects of a Teacher Induction Program on Graduate Student Teacher Effectiveness in Physical Education.

The purpose of this study was to determine the effects of a Pedagogical Induction (IP) Program on Graduate Teaching Assistants’ (GTA) teaching performance in a major university's general physical education program. Participants included eight GTA's teaching tennis, volleyball, basketball, soccer, and flag football and the students enrolled in those classes. There were four GTA's in the control group and four in the treatment group. The treatment group participated in an induction program that included two three-hour effective teaching modules and bi-weekly mentoring sessions. As measures of teacher performance, the Qualitative Measure of Teaching Performance Scale (QMTPS) was used to establish teacher performance values, the Games Performance Assessment Instrument (GPAI) was used to establish student achievement values, and the Student Perception of Teaching (SPOT) instrument was used to determine student satisfaction with the GTA's teaching performance. Pre- and post-test data were collected on teacher performance (QMTPS), and student achievement (GPAI). The SPOT was used to measure students' evaluation of the teacher. The data indicated that the IP was successful in improving teacher performance with the treatment Group improving on the QMTPS and statistically significantly improving on the GPAI. There were no differences between the groups on student evaluations.
Study – 8


Title : Exploring the Relationships among Dispositions Associated with Teacher Effectiveness and Indicators of Student Learning: A Perceptual Psychology Theory Approach.

The primary purpose of this study was to use perceptual psychology theory to examine teacher dispositions associated with effectiveness or ineffectiveness, and determine whether there are relationships among these dispositions, student perceptions of teachers, and student learning. Four dimensions of dispositions associated with teacher effectiveness were studied: perceptions of self as identified, perceptions of students as able, perceptions of the purpose of education as larger, and a frame of reference that is people-oriented. More specifically, this study sought to determine if there are links among these four perceptual dimensions of dispositions associated with effectiveness, as measured by teacher Human Relation Incidents (HRI) interviews; student perceptions of teacher effectiveness, as measured by the Student Perceptions of Teachers Quick Check Scale (SPTQCS); and student learning, as measured by scores on Georgia End of Course Tests (EOCT) and final grades in classes that require an EOCT. The participants included 21 teachers of regular education classes and the 1335 students they taught from grades 9 - 12 in one Georgia high school. Pearson product-moment correlation analyses demonstrated significant positive relationships between teacher dispositions associated with effectiveness and student learning variables, and between teacher dispositions associated with effectiveness and student perceptions of teacher effectiveness. Correlations yielding significance were also found between student learning variables and dimensions measured by HRI and SPTQCS scores. A series of one-way ANOVAs based on student and teacher demographics yielded significant group differences associated with SPTQCS scores in relation to student gender, race or ethnic group, age, grade level, and socioeconomic status; and teacher gender, race, age, education, experience, and subject taught. Simultaneous multiple regression analysis suggested that teacher dispositions associated with effectiveness were significant predictors of the variance in student achievement in this study. These findings have implications for the hiring practices of school systems, the preparation of student teachers, and the further study and better understanding of teacher dispositions associated with effectiveness. Means of strengthening the analysis of dispositions associated with teacher effectiveness
and exploring the extent to which dispositions can be developed or changed are suggested for future research.

Study – 9

Investigator : Balam, Esenc Meric (2006)

Title : Professors' Teaching Effectiveness in relation to Self-efficacy Beliefs and Perceptions of Student Rating Myths.

One of the purposes of the current study was to develop an instrument capturing different dimensions of college professor's sense of efficacy so as to investigate the relation between professors' efficacy beliefs and professors' teaching effectiveness. The differences between students' and professors' perceptions of student rating myths as well between female and male students; and professor characteristics as predictors of teacher self-efficacy and overall effectiveness were also examined. Participants of the study were a total of 968 students, 97 graduate and 871 undergraduate; and 34 faculty members, 9 graduate teaching assistants (GTA), 3 full professors, 11 associate professors, 8 assistant professors, 3 instructors, in a southeastern university. All the students completed the survey, Student Evaluation of Educational Quality (SEEQ) (Marsh, 1982) to provide a measure of their professors' teaching effectiveness. Faculty, on the other hand, completed the survey, Teacher Appraisal Inventory (TAI). Both students and faculty completed a section consisting of 16 student rating myths. Statistically significant relation was found between professor self-efficacy in enthusiasm, breadth and teaching effectiveness regarding enthusiasm and breadth, respectively. It was reported that the academic rank of the professor has a major influence on professors' overall efficacy beliefs in teaching as well as students' learning, class organization, rapport, exam/evaluation, and assignment. That is, the greater the rank, the higher the efficacy beliefs in these domains. The statistical analyses indicated statistically significant differences between professors' and students' perceptions of student rating myths as well as between male and female students' perceptions. Full professors, female professors tended to receive higher ratings than their counterparts, and compared to undergraduate students, postgraduate students gave higher ratings to professors. Also, expected grade had an effect on student ratings of professors' teaching effectiveness. Discussion and recommendations for further research are provided.
Studies indicate that many teachers have negative beliefs about science, which translates into low teacher efficacy, resulting in avoidance of science teaching or in ineffective science teaching behaviors. Highly efficacious teachers have been found to be more likely to use inquiry and student-centered teaching strategies, while teachers with a low sense of science-teaching efficacy are more likely to use teacher-directed strategies, such as didactic lectures and reading from the textbook (Czemiak, 1990). The purpose of this study was to investigate preservice science teachers' science-teaching self-efficacy changes and their correlation to teaching environment factors during the student teaching semester. Moreover, it explains how teaching environment factors and preservice teachers' science-teaching self-efficacy beliefs may relate to their use of teaching strategies in the science classroom during their student teacher training at teachers' colleges in Saudi Arabia. The population of this study is consisted of 184 middle and elementary preservice science teachers who were doing their student teaching at nine teachers' colleges in Saudi Arabia during the spring semester of 2005. Three instruments were used to collect data for this study: (1) to measure science teaching self-efficacy, the researcher adapted the Science Teaching Efficacy Belief Instrument form B designed specifically for preservice teachers (STEBI-B); (2) to measure the school environment, the researcher adapted the Organizational Health Inventory (OHI), developed by Hoy, Tarter and Kottkamp (1991); and (3) to measure the type and frequency of instructional strategies that preservice science teachers use in the classroom, the researcher adapted the teaching practice subscale from The Local Systemic Change through Teacher Enhancement Science K-8 Teacher Questionnaire (Horizon Research, Inc., 2000). Descriptive statistics, simple correlation, t-test, multiple regression, and content analysis procedures were used to analyze research questions. Findings of this study revealed that both dimensions of teaching efficacy, PSTE and STOE, were increased significantly during the student teaching semester. Certain school factors were related to preservice science teachers' teaching efficacy and their use of instructional strategies. Only personal science teaching efficacy was found to affect preservice science teachers' use of
instructional strategies. Implications for the findings of this study, as well as recommendations for future research, are discussed.

**Study – 11**

**Investigator** : Barber-VanderHelm, Wendy Sue (2006)

**Title** : Teacher Excellence: Identifying the Beliefs and Behaviours of High-performing Independent School Physical Education Teachers in a Healthy School Environment.

Teacher excellence has been studied widely in the literature, and this thesis analyses the essence of great teaching, as depicted through the values, actions and beliefs of high-performing physical education teachers and coaches, working in an independent school environment. This study uses a qualitative, case study, narrative approach to examine the personal and professional stories of excellence from four physical education teachers and coaches. By examining teacher excellence through the perceptions of the teachers themselves, one can begin to uncover the complex matrix of factors that combine to produce excellent teaching and coaching. In spheres beyond the teacher education literature, the notion of excellence includes consideration not only of the individual behaviours that represent excellence in action, but also the conditions or environments that foster or provide opportunities for growth in this direction. Unless the conditions for excellence to occur are present, this quality may remain inert. Emerging from this thesis is the concept of 'critical playing'. Reaching beyond critical thinking, 'critical playing' engages the learners' physical, emotional, social, intellectual and spiritual selves. It is a qualitative state of excellence which can exist in both teachers and students, whereby individuals are deeply connected to themselves, the lesson content, and their interactions with others. Educational environments that nurture both ‘critical playing’ and excellent teaching maintain a dynamic relationship between the two concepts. This research uses a qualitative, case study, narrative approach to analyse four individual teachers and coaches, and the organization in which they work, in order to identify two sets of factors that contribute to high level teaching. Primarily, the thesis suggests that there are individual and organizational factors, which enhance the development of high-performing physical education teachers, thereby allowing these teachers to inspire ‘critical playing’ and excellence in their students.
The purpose of this study was to determine the self-perception of transformational leadership practices of middle and high school computer technology teachers in an urban public school environment in the state of Connecticut. Additionally, this study sought to examine statistical differences (if any) in leadership strengths by analyzing and investigating the demographic variables: gender, school level, age, and years of experience. Computer technology teachers need strong transformational leadership practices to overcome the many inhibitors to efficient and effective technology integration into urban public schools. Inhibitors such as: veteran teacher's lack of computer experience, and budget reductions, could be overcome with strong transformational leadership practices that seek out other avenues to offset these inhibitors. Therefore, this study utilized the Leadership Practices Inventory (LPI) to evaluate leadership strengths in five domains: Challenge The Process, Inspire a Shared Vision, Enable Others to Act, Model The Way, and Encourage The Heart. The data for this study were collected by means of the LPI instrument, which was considered to be valid and reliable, and a demographic questionnaire. The data generating sample consisted of 27 computer technology teachers from the same urban public school district. Twenty null hypotheses were tested for significance at the .05 level. Descriptive statistics and the Mann-Whitney U non-parametric test were employed to analyze the data. The results of the study indicated that computer technology teachers' self-perceived leadership practices were average when compared to a national sample. This moderate level of transformational leadership needed to be enhanced and strengthened. The task of improvement was not solely the responsibility of the computer technology teachers but also the state Department of Education, the school district board of education, and the administration of the school district. The Mann-Whitney U test analyses indicated no significant differences for the demographic variables: gender, age, school level, and total years of teaching experience.
Study – 13


Title : Teaching in a Hybrid Online High School Environment: A Case Study of Five School Teachers.

The purpose of this study was twofold: (a) to identify how designing a learning environment with specific learning theories as the foundation of the model affects the practice of the teachers, and (b) to examine what changes 'traditional setting' teachers make to accommodate teaching in a hybrid online learning environment. Qualitative research methods were used to analyze data from course documents and interviews with the 5 teachers in the case study. The information obtained by this analysis was then compared to the 3 key features of social learning theory underlying the school design: dialogue, community, and authenticity. The changes teachers made to their practice when they moved to the hybrid, online environment, were attributed to the purposeful design of the high school program. The design encouraged students to engage in dialogue for learning, leading to the use of synchronous and asynchronous tools and to teachers transforming into facilitators of discussions for co-construction of learning. The design was to have students engage in authentic tasks with resources to aid their learning. As a result, the teachers designed real-world projects that were supported by web-based resources and the teacher as facilitator. The design plan promoted communities of learners; therefore, teachers designed face-to-face meetings for students to interact, work on projects, and establish a real person with the known virtual voice. The teachers lived the same experiences that they were creating for their students. This led the teachers to a higher level of knowledge and sense of community among themselves as professional teachers.

Study – 14


Title : Generating Criteria for Evaluating Teachers Through Teacher Effectiveness Research.

The study attempts to generate measurable criteria of teacher evaluation, by taking into account the main principles upon which the various theoretical models of
TER have been developed. Teachers’ perceptions of the appropriateness of these criteria for conducting formative and summative evaluation are investigated.

A questionnaire was administered to a stratified sample of 355 Cypriot primary teachers and 237 completed questionnaires were returned. The sample was representative of the Cypriot primary teacher population in terms of gender (male: 25.3%, female: 74.7%), administrative position (teachers: 75.4%, deputy headteachers: 16.5%, headteachers: 8.1%) and teaching experience (mean: 14.8 years).

Drawing on the main models of TER, 42 criteria of teacher evaluation were developed. Teachers were asked to evaluate the appropriateness of each criterion twice, both for formative and summative purposes. Descriptive analysis was used to identify teachers’ perceptions concerning the appropriateness of those criteria, while the application of Pearson correlation indicated whether teachers evaluated in comparable ways the criteria for formative and summative purposes. Cluster analysis was employed to examine whether teachers’ evaluations of the 42 criteria mirrored the grouping of the criteria in the TER models from which they were drawn. Kendall’s test was used to identify whether there was consensus among teachers regarding the way in which they ranked those criteria for either of the two evaluation purposes.

The 42 criteria were classified into six categories which were comparable to the theoretical models of TER. Cypriot teachers considered the criteria related to the ‘Working process’ model as the most appropriate for conducting both formative and summative evaluation, while the criteria that emerged from the ‘School constituencies satisfaction’ model and the ‘Accountability’ model were seen as the least appropriate. The study indicated that the appropriateness of the criteria used for teacher evaluation cannot be judged unless it is clear whether they are employed for formative or summative evaluation purposes.

TER can comprise a significant source for drawing criteria for teacher evaluation. Cypriot teachers acknowledged the importance of developing distinct criteria for formative and summative evaluation purposes. The process of developing teacher evaluation criteria could be further supported were it informed by the integrated multilevel school effectiveness models that have the potential to place multiple aspects of the teacher role in a wider perspective of school realities.
This study develops and tests a school disorder and student achievement model based upon the school climate framework. The model was fitted to 212 New York City middle schools using the Structural Equations Modeling Analysis method. The analysis shows that the model fits the data well based upon test statistics and goodness of fit indices. The model accounts for 82% of the variance of student achievement scores on state standardized examinations. The study supports the model hypothesis that poverty and minority status of student population predict school disorder. Lower level of student SES is also associated with lower level of academic achievement directly, and indirectly mediated through school disorder. School disorder affects student academic achievement directly and indirectly mediated by student attendance rate. The effect of school size is in the hypothesized direction, i.e., smaller schools tend to have lower disorder and higher learning. Nevertheless, the effect is small and statistically insignificant, after controlling for student background and school culture variables in the model. The evidence of the study implies that school culture as reflected in school disorder and student attendance hold great potential for improving student learning. The reduction of school size, as currently used by many school districts to improve student learning, may prove to be ineffective if applied alone. In the large context and in the long run, reducing urban poverty will help close the gap between high and low achieving schools.

2.4. CRITICAL REVIEW

Majority of the studies focused on analysing the school effectiveness, teacher effectiveness, school health, effective teaching, school climate, organisational climate, school environment etc. Survey method was adopted in most the studies reviewed. Tools like Effective School Improvement (ESI) Scale, Organizational Climate Description Questionnaire, School Climate Description Questionnaire, 16 PF Questionnaire, Organizational Climate and School Effectiveness Description Questionnaire, Indriesan’s Work Orientation Inventory, Teacher Effectiveness Scale, Perception of School Climate etc., were used. Most of the studies adopted random sampling method and the samples selected were the student teachers, mentors, school
students and school teachers. Mean, SD, ‘t’ Test, Correlation Analysis, ANOVA, Chi-square, Range Statistical Test, Regression Analysis etc., were used for testing the stated hypotheses.

The review of related literature of both Indian and foreign studies has revealed the fact that none of the researchers has studied school robustness as perceived by teachers of English. There are quite a good number of studies to show how the students of different standards, the teachers of different subjects and cadres, and the parents perceive the school climate, school environment and other school factors. Hence, the investigator intends to study the school robustness as perceived by English language teachers in secondary schools in relation to their effectiveness, self-esteem and personality type.

2.5. REFERENCES