CHAPTER II

REVIEW OF RELEVANT LITERATURE

2.1 Introduction

2.2 Dependent variable:
Studies on Teacher Effectiveness

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2.31 Studies on School Organizational Climate

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A brief account of relevant studies conducted by other investigators, and a scientific analysis thereof, are necessary, for the investigator to plan, proceed and operate the research under study, systematically. Keeping this in view, the investigator tried to review the available relevant literature on the dependent and independent variables. Such an approach bridges the gulf between the existing literature and makes a systematic and regular advancement in the body of the knowledge of the subject.

First and second surveys of research in education in India, upto 1978, Indian educational reviews, upto 1985 (edited) by NCERT, Journal of psychological researches upto 1985 published by Madras psychological society, British journals of educational psychology, American journals of psychology and American psychological abstracts were the primary source, for the relevant literature. The relevant literature which sets the direction and magnitude to this research is based upon past twenty years research recorded in the field under study.
The resume of available literature has been put under the following heads, for clarity in presentation –

(1) Studies on teacher effectiveness
(2) Studies on school organizational climate
(3) Studies on teaching competency.

2.2 Dependent variable:

**Studies on Teacher Effectiveness**

Bar (1948), Domas and Tideman (1950), Walter (1954), Korfsh and Wilder (1954), Casletter et al. (1954) have presented a number of reviews, on different factors involving teacher effectiveness. Robinowitz and Trawers (1953), Mitzel and Gross (1956), Rammer (1952, pp 1-30, 1949 pp 90-99, 1957) have summarized the characteristics of teacher effectiveness involving primarily either (a) teacher behaviour in process or (b) product of teacher behaviour or (c) concomitants of teacher behaviour.

The process dimension of teacher effectiveness takes into consideration observation and assessment of teacher behaviour. Various assessment techniques have been developed, among which the more reliable appear to be (a) graphic scales with operationally defined poles and for units (Korsh and Wilder, 1954; Ryans, 1954, 1960) (b) observation check lists (Korsh, 1956)
and Forced choice scales (Goodenough, 1957). Ayars (1960) presents the case for systematic observation, and assessment and describes operational procedures. Chaster W. Harris (1960, p. 1487) claims that only time sampling involving replicated systematic observation by trained observers produces sufficiently reliable data.

Product measurements though widely acclaimed as desirable criterion data, measured either by (a) the direct observation and assessment of student behaviour during exposure to the teacher, or (b) measurement of student change from before to after exposure to the teacher producer have been relatively less frequently used in the study of teacher effectiveness (Chaster W. Harris, 1969, p. 1487). Mitzel and Gross (1956) have dealt critically with the development and use of the student change criterion of teacher effectiveness.

Measures of teacher effectiveness either (a) concomitants such as inventory responses, biographical data, and the like or (b) concomitants such as professional education courses, photographed appearance and test and inventory scores reflecting presumably 'desirable' knowledge and personal traits frequently have been employed (Chaster W. Harris, 1960, p. 1483).
The application of process and product measures of teacher effectiveness have been rather evaluated as more dependent tools in comparison to the concomitant criterion (Chaste W. Harris, 1960, p. 1488). These effectiveness dimensions of the present study have been elaborately presented in Chapter I, under 'Conceptual framework'.

Obtaining Estimates of Predictors:

Hundreds of predictors of teacher effectiveness have been proposed often with the apparent considerations of rationales (i) Scores on tests of verbal and other cognitive abilities (ii) Scores on tests of knowledge and understanding of general and special subject matter (iii) Scores on the tests of professional information (iv) Course marks or ratings representing performance in student teaching (v) amount of general and professional education (vi) Scores derived from inventories, projective devices, etc. (vii) scores on attitude scales and inventories as developed to measure teacher-student relationships, and (viii) some biographical data have been used as predictors of teacher effectiveness (Chaste W. Harris, 1960 p. 1488). The predictability of teacher effectiveness is undoubtedly affected by the multidimensionality of the criterion. Prediction can be accomplished with better than chance results for specified dimensions or components of the criterion. On the other hand, the
prediction of overall teacher effectiveness is possible only to the extent that some general agreement can be reached regarding the dimensions comprising overall effectiveness; and how they should be combined to form a composite (Chaster W. Harris, 1960, p. 1490).

In view of the practical difficulties, prediction of teacher effectiveness must be considered largely in the real sense of the word; individual prediction; as generally is the case in attempting to predict human behaviour is much more limited and is accomplished with a lesser degree of confidence (Chaster W. Harris, 1960, p. 1490).

A summary of probable correlates of teacher effectiveness, has been presented by Chaster W. Harris (1960, p. 1490); however, some of the recent significant contributions of the contemporary investigators which set direction for research operation, are presented by Chhaya (1974), Grewal (1976), Sinha (1976), Gupta (1976) and others.

Chhaya (1974) studied certain psychological characteristics of an effective school teacher by using Saxena’s personality adjustment inventory, the Indian adaptation of Kaudsley personality inventory by Jalota and Kappor, and found 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 significantly more emotionally stable than ineffective teachers; (iv) effective teachers were not more extrovert than ineffective teachers; (v) ineffective teachers were more authoritarian than effective teachers; (vi) age and sex of a teacher had a significant relationship with the effectiveness of teaching; (vii) rurality or urbanity and marital status of a teacher had no significant relationship with the effectiveness of teaching.

Grewal (1975) studied the intellectual and personality correlates of teacher effectiveness at the higher secondary school stage by using Bell's adjustment inventory, the Bernreuter's personality inventory; the Reven's standard matrices, and Jalota and Tandon group test of mental ability and attitude scale, interest inventory and rating scales developed by himself. The main findings of the study were: (i) the four criterion measures of the teacher effectiveness were not orthogonal to each other and the observed R was very high; (ii) the measures on intelligence and personality traits clustered in specific constellations with the criterion measures of teacher effectiveness;
(iii) the hypothesis that similar types of measures fall on one common factor was confirmed; (iv) the hypothesis that the predictors correlate significantly with the criterion measures of teacher effectiveness was confirmed partly in a trivariate analysis; (v) main predictors of teacher effectiveness were home, health, social emotional and total adjustments, dominance submission, and verbal and non-verbal intelligence.

Unaha (1976) studied some personality variables as related to teacher effectiveness, by using thematic appreciation test and ratings scale and found that the needs of superior, average and inferior teachers were clearly distinct from each other. It was pointed out that: (i) the superior teachers were distinct from other two in their needs, viz. cognition, dominance, autonomy and construction; (ii) the inferior teachers were distinguishable from other two by their need of acquisition; (iii) the inferior teachers were distinguished from the average as well as the effective teachers in not possessing the need of exhibition which was most prominent in the average teachers; other most prominent needs of the average teachers were exposition and play; (iv) prominent needs of inferior teachers were succourance, defence, and play; (v) the most prominent needs of superior teachers were nurturance, achievement, counter-action and aggression; (vi) the organization
pattern of superior teachers was generally logical and that of inferior teachers was emotional; (vii) the inter-personal relations as regards, social behaviour and adjustment were of very high degree in superior teachers, but they were very low in inferior teachers; (viii) the inferior teachers lacked self-confidence in teaching and solving problems; the average teachers had self-confidence and adjustment problems; (ix) the superior teachers had more strength of imagination while inferior teachers were weak in their imagination; (x) the average teachers were more entangled in family problems and were sensitive to them, but inferior teachers were less sensitive to such problems; the superior teachers were less sensitive to such problems or were able to solve them quickly; (xi) the superior teachers used more literary language than average and inferior teachers.

Gupta (1975) studied prediction of teachers' effectiveness through personality test by administering Jai Prakash's teaching aptitude test and Hindi adaptation of Cattell 16 P.F. questionnaire by Kapoor. The findings of the study were: (i) The high effective teachers differed significantly from the general population with respect to nine personality factors out of sixteen. They were more affecto-thymic (A+), more intelligent (e+), having more ego-strength (C+), more surjent (x+)
more self-sentiment ($C_3^+$), less suspicious ($L^-$), less
guilt prone ($O^-$), and less radical ($O_4^-$); (ii) the low
effective teachers were less intelligent ($B^-$) and were
having lower self-concept control ($C_3^-$) as compared to
general adult population; (iii) in comparison to
average effective teachers, high effective teachers
were significantly more intelligent ($B^+$), emotionally
stable ($C^+$), assertive ($E^+$), conscientious ($C^+$),
adventurous ($K^+$), tenderminded ($I^+$) and had higher self-
concept control ($C_3^+$) and they were also less-suspicious
($L^-$), less experimenting and radical ($O^-$), less self-
sufficient ($O_2^-$) and less tense and frustrated ($O_4^-$),
(iv) in comparison to low effective teachers, they were
more outgoing ($A^+$), surgent and happy-go lucky ($F^+$),
controlled and socially precise ($C_3^+$) and less-imaginative
and more practical ($M^-$).

In the studies reviewed above, there seems to
be a heavy concentration on presage-process studies.
However, only one study was found available which deals
with establishing presage-process-product relationship,
that of Sharma (1971). It aimed at studying the
relationship between characteristics possessed by teachers
and teachers' effectiveness, with a view to predicting
teachers' success. The product criterion happened to
be the pass percentage of the students taught by the
teachers, the study used FLACS to observe the class room
interaction. It was found that the teacher-talk seemed to have negative correlation with scores on the Pandey's teaching aptitude test and academic grades. The combination of five predictors, namely teaching aptitude, academic grades, socio-economic status, teaching experience, and age, in order of their arrangement appeared to be sound predictors of teacher effectiveness.

2.3 Independent Variables:

2.31 Studies on School Organizational Climate:

Forehand and Gilmer (1964) perceived organizational climate as a set of characteristics that describe an organization. These characteristics distinguish one organization from another and are relatively enduring over a period of time. They influence the behaviour of people in organization. Halpin and Croft (1964) have developed Organizational Climate Description Questionnaire (OCDQ) with a view to identify organizational climate. Benjamin Schneider and Robert A. Snyder (1975) have perceived organizational climate as a summary perception which people carry about an organization, and its global impression. Barber, William L. (1973) studied Principals' attitude towards student rights and student attitudes towards school morale, and their relation to organizational climate.
In India the movement of identification of organizational climate came at the beginning of the seventies, and it used the ideology, techniques and tests developed in the west. The new path carver in this field of administrative research was Sharma (1969, 1974).

Pillai (1974) studied Organizational Climate, teacher morale and school quality, by using (i) the organizational climate description questionnaire of Halpin and Croft; (ii) the Bentley and Rampell's Purdue teacher opinionnaire, (iii) self developed inventory scale to assess the innovative ability of the school, and (iv) a self developed questionnaire for demographic data and pupil performance data. The major findings of the study reveal that: (i) performance of pupils was significantly better in open and autonomous climate schools than in other climate types, (ii) performance of pupils in high morale schools was superior to that of the average morale schools which in turn was better than the low morale schools, (iii) both climate and morale were positively and highly related to both the criteria namely, pupil performance and innovative ability of the schools (iii) espirt, thurst, disenagement and hindrance were found influencing the level of performance of pupils in schools, (iv) the innovative ability of the school was significantly
related to the three sub-tests namely espirit, thrust and disengagement; and (v) there was a high correlation between climate and morale.

Patel (1974) worked on the study of leadership for improving instructions in high schools of selected districts in Gujarat by using (i) organizational climate description questionnaire by Halpin and Crofts and (ii) self developed rating scales. The major findings were that: (i) leadership, organizational climate, teacher morale, supervisory practices, and innovation and change were significantly related to the progressive characteristics of high schools; (ii) instructional leadership in high schools was highly correlated with organizational climate; (iii) leadership and organizational climate of the schools influenced the morale of their teachers; and (iv) where the leadership, organizational climate, and teacher morale were of high quality, the supervisory practices for the improvement of instruction were found to be effective and the teachers were more innovative.

Shelat (1975) studied the organizational climate, teacher morale and pupil motivation towards institutions in secondary schools of Baroda district, using the Gujarati versions of (i) organizational climate description questionnaire by Halpin and Crofts (OCDC); (ii) the leadership behaviour description questionnaire
by Halpin and Winner; (iii) the school survey by Robert Coughlan; (iv) the junior index of motivation by Jack Frymier. The results revealed that (i) the organizational climate in rural schools was autonomous and paternal, whereas in urban schools, closed and open types were predominant; (ii) greater percentage of small size schools had open and autonomous climate as against greater percentage of large size schools having controlled and familiar climate (iv) schools having closed climate had lower morale whereas schools with open climate of teachers had higher morale of teachers (v) open and autonomous climate contributed to boys' academic achievement, whereas controlled and familiar climate contributed to girls' academic achievement, and paternal climate contributed to the academic achievement of both boys and girls; (vi) no relationship existed between the age of the teachers and school climate; and (vii) leadership behaviour did not influence pupils academic achievement.

Pandya (1975) studied effectiveness of supervision as a function of organismic variables and professional equipment of high school supervisors, using (i) organizational climate description questionnaire (CCQ) by Halpin and Crofts, (ii) the leadership behaviour description questionnaire by Halpin and Miner and (iii) self developed rating scales and found
that advanced district schools stood high in the openness of organizational climate than the backward district schools.

Franklin (1975) studied organizational climate and teacher morale in colleges of education in Gujarat, with the help of three instruments, namely: (i) organizational climate description questionnaire (OCQ) by Halpin and Crofts, (ii) leadership behaviour description questionnaire by Halpin and Winer (iii) Purdue teacher opinionnaire by Henley and (iv) self-devised questionnaire as 'effectiveness of teacher education'. Findings reveal that the openness of climate in contrast to closedness of the climate did not lead to 'high' or 'low' effectiveness of the teacher-effectiveness. However, the dimension 'espirit' indicated a significant effect on the low side.

Dorji (1975) studied leadership behaviour and its correlates in the secondary schools of Panchmahals district, using (i) OCQ (Halpin and Crofts), (ii) LBDQ (Halpin and Winer), (iii) teacher morale (Robert Coughlan); he concluded that the leadership behaviour dimensions and patterns were critical indicators of organizational climate, staff morale, academic motivation, school innovativeness and status.

Samrong Fengnu (1976) studied organizational climate and teacher morale in secondary schools in
central zone of Thailand, by using self-developed tools on organizational climate, teacher morale and leadership behaviour. The results revealed that (i) majority of schools (55%) belonged to the intermediate climate type in the central zone of Thailand, and the least (15%) belonged to the closed climate type; and open climate schools constituted 30% of the total number of schools. All three categories of climate were distributed over four regions. Further, open climate schools were highest in the West region and lowest in the East region; in open climate category 33.33% were boys' schools, 11.11% were girls' schools, while 55.56% were mixed schools. The open climate schools have displayed higher mean scores on the dimensions of espírit (69.50), intimacy (56.50), thurst (56.17) and communication (55.44). He further pointed out that 36.6% had high teacher morale, 33.3% had average teacher morale, and 30.1% schools had low teacher morale.

Gandhi (1977) studied school climate, as a function of personality of school personnel and pupil control ideology, using (i) organizational climate description questionnaire (OCDC-Baroda version), (ii) the 16 P. questionnaire by Cattell (1956), (iii) the dogmatism scale by Rokeach (1960) and (iv) the pupil control ideology from PCIF-Baroda
version). The major findings were: (i) 36% of schools belonged to closed type, 35% to intermediate type and 25% to open climate type in Gujarat state, (ii) small sized schools tended to be of open climate type, (iii) the category of schools did not bear any relationship with the organizational climate, (iv) age had significant relationship with teacher perception of climate but not sex, (v) experience had significant relationship with teacher perception of climate; whereas qualification and four SES categories did not, (vi) significant differences were found to exist among open, intermediate, and closed climate schools on nine out of the sixteen personality factors, (vii) teachers serving in relatively open schools were significantly more humanistic in the control ideology of their pupils than their counterparts; and they viewed the dimension of climate in the same way; (viii) female teachers, young teachers, and less experienced teachers were found to be more humanistic than their counterparts in the control ideology of their pupils, whereas qualification was unrelated with the same, (ix) belief system of teachers in open and closed climate schools varied significantly.

Tripathi (1978) studied organizational climate and teacher attitudes using (i) OCDI by Halpin and Crofts and (ii) Ahluwalia teacher attitude inventory
Some of the main findings were: (i) under rural-urban dichotomy of intelligence, the difference was highly significant only on autonomous climate; (ii) the difference on open climate was significant under government-private dichotomy; (iii) whereas the main differences between teachers of rural and urban colleges, government and private colleges and girls and boys colleges, were not significant on professional attitudes, (iv) there existed a moderate significant positive relationship between 'thrust' and 'attitude toward child-centred practices whereas (v) 'disengagement' showed significant negative relationship with attitude towards classroom teaching and teachers.

Chopra (1982) studied organizational climate in relation to teachers' job satisfaction and students' achievement using (i) school organizational climate description questionnaire (M.L. Sharma), (ii) teacher job satisfaction inventory (M.N. Wall), (iii) Raven's standard progressive matrices, (iv) socio-economic status questionnaire (Jalota et al.) and (v) self-developed student achievement proforma. The main findings were: (i) Among the six climates, the open climate schools show the highest overall teacher job satisfaction, which are followed by autonomous, controlled, closed and paternal climate schools, respectively; (ii) overall job satisfaction of teachers in open
climate schools was significantly different from closed and paternal climate schools at .05 level; (iii) the schools having other five types of climates did not show any significant difference among themselves in respect of overall job satisfaction of the teachers; (iv) students' achievement did not observe any significant difference under different types of organizational climates. Further (v) no significant relationship was found between teacher's job satisfaction and student achievement.

2.32 Studies on Teaching Competency:

Kitra (1972) has rightly said "The aims, process and evolution of education are primarily associated with teaching and reasonably therefore, the vital problem in education cannot be solved unless we look into the problems and process of teaching.

Domas and Tideman (1950) and Ackerman (1954) conducted their studies in teachers competence, whereas Evan (1951) studied the teaching ability. Goldman, Morton, Keck Jonathan and O'Leary, Charles (1960) conducted a study on hostility reduction and performance in teaching. Wasseman, Selma and Eggert, Kelly (1978) conducted a study on the profiles of teaching competency, which was a way of looking at a class-room teaching performance.
Nair (1974) studied the impact of certain sociological factors on teaching ability in the classroom, by using self-administered (i) evaluation sheet by headmasters and (ii) pupils rating scale by pupils in terms of their teachers concerned. The main findings revealed that (i) teachers' parental socio-economic conditions had a negative influence on teaching ability; (ii) the private schools' teachers in general were found to have better teaching ability than government school teachers; (iii) sex was not found to be affecting teaching ability; (iv) the locality of the schools had no significant influence on teaching ability, (v) a positive relationship existed between age and teaching ability; and (vi) caste and religion were not found to be affecting teaching ability.

Nasir (1975) studied some teacher variables and teaching methods associated with learning outcomes in biology, using (i) non-verbal test of intelligence, (ii) Nelson biology test, (iii) Edwards personal performance schedule, and (iv) self-developed teacher inventory. She concluded that (i) objectives were most effectively attained when teaching was planned for specific purpose. Relationship of planned teaching to the realization of objectives was evident in case of first two objectives, (ii) successful teaching methods and patterns of student activity were related to student
learning outcomes; (iii) teachers with higher means on several learning outcomes emphasized methods which were pupil centred, utilized the laboratory, used project and laboratory combination methods for solving new problems. They also planned to accomplish specific objectives.

Kadma (1976) aimed at studying teaching patterns and pupils attainment using (i) Shah's non-verbal group test of intelligence, and (ii) self-developed test for measuring pre-achievement in science. She demonstrated that: (i) The four teaching patterns (P₁, P₂, P₃ & P₄) were having equal effects on the development of applicational ability when measured under surprise testing conditions, (ii) the four teaching patterns (P₁, P₂, P₃ & P₄) were having equal effects on the development of applicational ability when measured under planned teaching condition, (iii) in the first experiment which involved the Gracio-Latin Square Design, it was found that the four teaching patterns had differential effects on the retention of applicational ability. On further analysis, it was found that the mean for pattern P₃ was significantly smaller than the means of Pattern P₂, Pattern P₄ and Pattern P₁. There was no evidence of significant variability within the set patterns P₂, P₄ and P₁.
Hoka (1976) conceptualized to conduct a comparative study of verbal teaching behaviour patterns and students' achievement in terms of instructional objectives by using (i) observational category system (OCS) by employing a modified version of WIACS, (ii) self-developed previous knowledge test and (iii) self-developed achievement test in general science. It was pointed out that (i) the limited training as was imparted to $E_1$ did not result in significant difference when a number of verbal teaching behaviours were to be changed, (ii) significant differences were not observed in favour of additional training as was given to $E_2$, with respect to asking cognitive memory and convergent questions, giving direction and command, and student initiation. However, (iii) comparison between $E_1$ and $E_2$ groups of teachers indicated significant difference at 0.05 level in favour of additional training in such interactive behaviours as asking divergent questioning, lecturing and student response. (iv) occurrence of such teaching behaviour as accepting students' feelings, and criticising and justifying authority were generally rare in all the three groups of teachers; (v) the study gave an indication that asking significantly more of divergent and evaluative questions did not result in significant difference in mean achievement at knowledge level but resulted in significant difference at 0.05
level in mean achievement at understanding and application level.

Lalithamma (1977) conducted a study and identified three major skills. They were (A) skills of planning such as, skill of identifying learner's entry behaviour, skill of writing instructional objectives, etc. (B) skills of instruction, namely, questioning understanding, evaluation, participation, attention and classroom management. (C) skills of testing such as skills of writing a variety of test items, making plausible interpretations about the performance of pupils on the test, etc. The study revealed that the experimental group I (which was given training in the skill of increasing pupil participation using the instructional materials through micro-teaching approach) and the controlled group III (which received conventional approach to student teaching) differed significantly in favour of the former group in the development of skills. Experimental group II (which was given training in the skills of explaining, using black board and writing instructional objectives, in the same way as group I, but one skill presented after another) was significantly better than the controlled group.

Roy (1977) studied the classroom questioning and pupil achievement. The study revealed that the three teaching styles (lecturing, questioning and
response without feed-back, and questioning-response-feedback-sequence) had equal effects on the development of knowledge and application abilities and total achievement of pupils. However with regard to comprehension ability, there were different effects. Lecturing differed significantly from question-response-feedback sequence. Question-response without feedback and Question-response with feedback did not differ significantly.

Chakraborty (1978) made an inquiry into the strategies of classroom teaching. For this purpose, he divided the students of each school into three groups and these groups were matched on the basis of their intelligence and pre-achievement in geography. The three groups of each school were taught through different strategies viz. question-answering by using behavioural objectives, and discussion by using instructional materials. The achievement was measured on the criterion tests developed by the investigator. Some of the main findings were: (i) lecturing and question-answering by using behavioural objectives was found to be more effective than lecturing and question-answering for knowledge, comprehension, application and total achievement at post test level, and for knowledge, application and total achievement at retention level, (ii) lecturing and question-answering with behavioural
objective than discussion by using instructional materials for knowledge, comprehension, application and total achievement at post-test level and for application at retention level, (iii) discussion by using instructional materials had shown more effectiveness, than lecturing and question-answering for application at the post-test level and for knowledge comprehension, application and total achievement at retention level; (iv) lecturing and question-answering with behavioural objectives and discussion by using instructional materials were found more effective than lecturing and questioning-answering positively and conclusively.

2.4 A Resume of Reviews:

The relevant literature available on teacher-effectiveness, school organizational climate and teaching competency reviewed was observed to be mainly descriptive and rather slow up to sixties. It has gained momentum since 1962, attaining sharper increase after 1972. Moreover, earlier studies were isolated i.e. non-relational. During seventies, a shift was noticed in the trend which was characterized by experimental and correlational studies.

Thereafter appeared numerous studies on teacher effectiveness and teaching competency. Studies in both these areas are based on teacher behaviours and teacher
skills. They have been interchangeably used as dependent as well as independent variable. These studies are based either on presage or process or presage-process variables. Some studies are also based on process-product, presage-process-product variable. Thus some relational studies are available on teacher effectiveness and teaching competency. But as teacher effectiveness is a wider term in comparison to teaching competency, the later being the process criteria of the former. It means 'competency in teaching in class room situations'. Very insignificant work is done as such on 'competency in teaching'. Though work is done on specified areas; such as various teaching methods, teaching strategies, various teaching skills, language teaching, science teaching, etc., as well as micro-teaching and feedback programmes, general teaching competency has been relatively less attended to, whereas majority of schools in India follow general teaching patterns only.

Studies on school organizational climate reveal that most of them deal with identification of climates of schools. However, relational work is done on school organizational climate and teacher morale, teacher attitude, teacher adjustment, teacher job-satisfaction, leader behaviour of the principal, etc. Keeping in view the effects of these shortcomings in the development of
educational researches on teacher effectiveness, school organizational climate, and teaching competency, they have been pin-pointedly put as under:

1. That, though numerous studies have been conducted on teacher effectiveness, they are either descriptive and clustered around teachers' personality traits, or predictors of teacher effectiveness.

2. That, though much work has been conducted on teaching methods, teaching skills, microteaching teaching etc., very insignificant work is available on general teaching competency.

3. That, perhaps, in the present day scientifically analytical situation, where every study requires deep specialization and intensive pin-pointedness, teaching competency has got a wider relevance in the evaluation of teaching-potentialities that the teacher possesses and the amount of teaching-potentiality that he translates into action-potentiality through actual teaching performance.

4. That, though much work is done on school organizational climate, but very insignificant, scattered and scanty work is available on organizational climate affecting teacher effectiveness. From the points of view of the gaps existing in
current literature, and the direction of research indicated by the recent development in educational researches, analytical and relational study of school organizational climate specially its impacts on teacher effectiveness is a much needed topic for study in which the future potential development of the society as well as of the nation depends.

Keeping in view, these shortcomings that existed in the relevant literature on teacher effectiveness, school organizational climate and teaching competency, it is evident that a great scope exists for some kind of correlational and differential studies on the above three variables particularly in the educational managements located in a developing region of Chhattisgarh which is relatively being industrialized every day. In fact, work on climatic effects of schools and general teaching competency and their impacts on effectiveness, constitute very significant problems of great educational significance. It bridges the gap between the scattered and isolated available literature thereby setting a direction for educational research. From this point of view, the present study is undoubtedly a significant addition in the existing literature on teacher effectiveness and school organizational climate and teaching competency, which could be considered to be a research with wider scope and application, as well as of greater social relevance and wider educational application.