CHAPTER-II

Review of Literature
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2.1 Introduction

The importance of related literature can not be denied in any research. It works as a guide post or light-house not only with the regard to the quantum of works done in the field but also enable us to perceive the gaps and lacuna in the field of research concerned. The study and analysis of similar or related studies carried out by research workers at various level is called review of related literature. In this chapter an attempt has been made to provide the necessary theoretical frame work for the present study.

2.2 Studies related to Teaching Effectiveness

Vasishtha (1977) conducted an experiment to study the effect of training in verbal interaction technique on classroom behaviour and self perception of B.Ed. (Arts) students. He found Flanders Verbal Interaction Technique a quite satisfactory means to improve classroom performance of B.Ed. (Arts) students. The study reveals that the pupils initiation is influenced positively.

Goel (1978) studied behaviour flow pattern of extrovert and introvert teachers in classroom at secondary level. The study revealed that extrovert teachers provide more opportunity for pupil participation.

Dubey (1979) reported in his study that:

- The classroom verbal behaviour of the teacher had positive relation with the pupil characteristics.
- The teacher classroom verbal behaviour and the interest of the pupils had positive relation except in aesthetic, social and clerical interest factors.
- The classroom verbal behaviour of teachers had no positive relation with the attitude of pupils but had positive relation with the achievement of pupils.
Mutha (1980) found out in his study that:

- The sex, professional training, nature of schooling and income level were significantly associated with the teacher’s effectiveness.
- The effective teachers had significantly higher scores on intelligence than the ineffective.
- The effective teachers had higher scores on neuroticism than the ineffective.
- The effective teachers had significantly higher scores on teaching aptitude and intelligence than the ineffective.
- The effective teachers had significantly higher scores on theoretical, Political value than the ineffective.
- The effective teachers had significantly higher scores on job satisfaction than the ineffective teachers.

Sinha (1980) related that in the sphere of professional efficiency, the trained teachers were better than the untrained teachers in the knowledge of the subject, preparation of teachers, self confidence, voice, pronunciation, facial expression and actual classroom teaching taken as whole.

Sastri (1980) conducted “A study of the classroom Behaviour of teachers in their Philosophic Belief in Education”. The major findings of his study are the following -

- Student talked more in classes under the liberal teachers than those in classes under the conservative teachers.
- The classroom communication in the case of liberal teachers was more interrupted with spells of silence or confusion than in the case of the conservative teachers.
- Initiation from pupils had been more in the case of conservative teachers.
- The conservative teachers put more emphasis on the content than the liberal teachers.
The liberal teachers had a greater degree of flexibility of communication than the conservative teachers.

Students under the liberal teachers used more steady and sustained talk than those under the conservative teachers.

Sex, age, professional qualification, professional status or urban rural location did not influence the relationship between teachers' philosophic beliefs and their classroom behaviour.

Balchandran (1981) found out in his study that:

- The evaluated feedback based on student rating that helped teacher significantly improve their teaching effectiveness irrespective of sex or subject of teachers.

- The student rating and self rating of teaching effectiveness were positively and significantly related but the self rating was significantly higher than the student rating.

- The factor of teaching effectiveness identified were subject, mastery and intellectual kindling, responsiveness, integrity, a communication ability, commitment to teaching, impartiality motivating concern for students progress and uniformal academic help.

Gupta (1981) reported that:

- In the case of rural males and urban females, job involvement was not significantly correlated with personal factor, while in case of rural females and urban males age and experience were significantly and positively correlated with job involvement but income was not significantly correlated with job involvement.

- As regards rural females and urban males, job involvement was not significantly correlated with teaching effectiveness. While in case of rural males and urban females it was significantly and positively correlated with teaching effectiveness.

- In case of rural males/females and urban females teaching effectiveness was not significantly correlated with any of the
personal factors. Among urban males, teaching effectiveness was significantly and positively correlated with age and experience and negatively with income.

- There existed significantly difference between rural males and females, urban males and females, rural and urban females and urban and rural males on teaching effectiveness.

- In case of rural male group, rural female group, urban male group and urban female group no significant differences existed on teaching effectiveness.

Chandel (1981) studied only the classroom teaching. The results of his study were:

- In five of the fifteen items pertaining to the statement of aim, effectiveness, in drawing attention, explaining systematic coverage of the subject and information of the next topic, the student rating and the self rating matched.

- In three items, proper speed of lecture students perception of freedom to ask. The question and students learning occurring in the class the teacher under rated himself and the top groups of the student provided consistent rating.

- In the rest of the items related to the selection of content in sequence. The choice of teaching aids, the use of chalk board, examples, asking questions repetition of the main points at the end of the lesson and whether the lecture was interesting, the teachers self rating was more than the students rating.

Sharma (1981) studied teaching effectiveness of Hindi teachers with a sample of 36 Hindi teachers teaching grades IX, X and XI. The findings of the investigation were:

- There was no significant difference in the competency of male and female Hindi teachers at the higher secondary level.

- There was no significant positive correlation between the age of Hindi
teachers teaching at the higher secondary level and their teaching competency.

**Bohra (1984)** reported in his study that out of six values (Theoretical, economic, aesthetic, social, political and religion) only three values differentiated between the effective and not effective teachers. These were theoretical, economic and political values.

**Zuberi (1984)** worked on “A study of Relationship between Personal Values, Needs, Job Adjustment, Temperament, Academic Careers of Secondary School Teachers with their Teaching Behaviour”. The main findings in relation to value is the following :- Teachers high on theoretical values were found to dominate their classes with talk and rarely asked questions, those high on economic values exhibited facilitative behaviours, asked narrow questions and praised their pupils, those high on aesthetic values used controlling behaviours and also allowed pupil talk, and those high on religious values exhibited indirect behaviour more often than others.

**Gupta (1985)** studied Effectiveness of secondary school teachers in relation to Family Relationship, Personality Factors, Sex and Discipline of the school on the basis of different types of schools in Rohilkhand Division.

The conclusion drawn from the study were:

- On teaching effectiveness, the central school teachers scored significantly higher mean value than teacher of State Government, Private and Missionary School.
- Female teachers and teachers of Arts disciplines were found more effective than their male and science discipline counter parts.
- The variables, teaching efficiency and family relationships yielded a positive correlation.

**Kumar (1985)** studied the relationship of teaching effectiveness with value patterns characterizing teacher at the secondary level. The major findings were:
Theoretical and political values differentiated the effective teachers from the non effective teachers.

The effective teachers tended to score higher on theoretical values whereas the non effective teachers got higher scores on political value.

Walit, (1985) conducted Factorial study of the Teaching Correlates of Teaching Effectiveness. The findings were:

- Correlation coefficients for educational qualification, Salary, experience, family education and sources of income were significant.
- Six factors emerged from out of the correlation matrix and they were designated as professional dignity (grade, salary etc), altruistic temper, professional involvement, democratic temper, family background and humility.

Trivine (1986) attempted to find out the effect of student race, sex and grade on teacher student interaction and found that male students initiated more positive and negative interactions with teachers than did female students.

Prakasham (1986) studied Teacher effectiveness as a function of School organisational climate and Teaching competency-

The findings of the study were -

- Teachers working in an open school climate were better in teaching competency and teacher effectiveness than those employed in schools with autonomous, familiar, controlled paternal and closed climates.
- Teachers working in schools situated in industrial areas were found better in teaching competency than teachers working in semi-urban and rural areas whereas teachers of semi-urban and rural areas were better in teacher effectiveness than the teacher in industrial areas. However, teachers working in schools situated in urban areas were better than teachers of all other areas on both teaching competency as well as teacher effectiveness.
- No significant difference was found in the teaching competency and teacher effectiveness of the teacher working in government and non-government schools in global terms. However, teachers working in schools run by local bodies were found better in teacher effectiveness and teaching competency than those working in govt. schools, Christian schools and non-Christian schools.

- No significant difference was observed between male and female teachers on the test teaching competency and teacher effectiveness on the global scale though female teachers were found moderately better in teaching, competency under all types of variations, whereas they were found moderately better than male teachers in teacher effectiveness only in Christian management. In other type of variations no significant differences were observed in the teacher effectiveness of male and female teachers.

- A positive and significant relationship was observed in the teacher effectiveness and teaching competency of teachers in different types of organisational climates.

- Among the various independent variables affecting teacher effectiveness, the main effect of teaching competency was found significantly higher than territorial variation or school organisational climate. The main effect of management types as well as sex on teacher effectiveness was found significant and the joint interaction of territorial variations and sex as well as territorial variation and teaching competency and sex was found to have significant interaction effect on teacher effectiveness. No other interactional effect besides these was found to affect teacher effectiveness.

Singh (1987) conducted a study on the total sample of 1081 trained graduate and postgraduate teachers, both male and female from government as well as non-government (private managed but recognised) urban and rural institutions located in different districts of Punjab. The findings of that study were:
Sex was found to be significantly related to teacher attitudes as measured on the adapted form of MTAI (Minnesota Teacher Attitude Inventory) in the class of the trained graduate teachers of Punjab. The adapted form MTAI showed significantly differences statistically at .01 level of significance between the mean score of male and female teachers. The male teachers had higher mean scores as measured by this inventory, the female teachers whether they were working in government urban or rural schools or private managed schools:

Idrisi (1987) found out in his study that:

- There was significant difference in the level of teaching effectiveness between urban and rural teachers. Urban teachers were found to be more effective than the rural teachers. But in case of female teachers no variation was identified in the level of teaching effectiveness due to change in their locality.
- There is no significant role of the sex of teachers on their teaching effectiveness. But somewhat a contradictory finding in case of L.T. grade teacher was obtained.
- There is no significant variation in the level of teaching effectiveness among the teachers.

Bhagoliwal and Pal (1987) found that more effective teachers had a higher intellectual levels as reflected in their intellectual capacity as well as intellectual functioning. Further more effective teachers were characterised by a fairly higher level of differentiation and integration in their cognitive and perceptual functioning. They had superior capacity imaginative and original thinking. They had a balance and healthy approach to everyday reality with good organisational interest and ability. On the other hand less effective teachers had a low level of imagination and maturity. So that they stuck to a practice everyday common sense view of thinking as they were not capable of more integrated view of things.

Rajaminakshi (1988) studied that factors affecting teaching competency of B.Ed. Trainees in Teaching Physical Science. The major
findings were-

- It was found that training in the skill of demonstration and microteaching significantly increased teaching competence.
- Female teacher trainees, teachers who taught in girls schools, teacher trainee who got a first class in degree examinations, and teacher trainees with higher socio-economic status scored significantly higher in teaching competency than others.
- There was a negative correlation between age and teaching competence scores.

Anand (1988) conducted a study on motivation for Teacher Effectiveness at primary level. The findings of the study were teachers' personal consideration and the school working condition respectively contribute the maximum and minimum towards job satisfaction. Teachers job satisfaction and for that their motivation on teaching effectively in school is both a matter of intrinsic motivation as well as the extrinsic motivation they have in the schools in which they work.

Jones, et al. (1995) studied Primary and middle school teachers on the island of St. Helena, in the South Atlantic completed questionnaires about students troublesome behaviours. Only 28% of Selected sample considered that they were spending more time than they should on problems of order and control. 42% of Selected sample considered talking out of turn (TOT) to be the most disruptive behaviour. Facing away from work (FAW) was the next most disruptive behaviour. TOT and FAW were also identified as the most commonly occurring behaviours. TOT was also identified as the most disruptive and most frequently occurring behaviour of particularly troublesome children. The survey also examined the perceived frequently of occurrence of particular behaviours around the school, the most commonly occurring of which was unruliness while waiting.

Metcalfe, et al (1995) aimed to inform the design of questionnaires used to evaluate teaching by undertaking a critical incident study. A 20%
random sample of students in each of the 5 yrs of a university medical course were asked to describe one piece of good teaching and one piece of bad teaching, and explain why they were good or bad. 147 students responded (66% response rate) and replies were independently categorized by 3 raters. Factors fell into the 3 domains of interpersonal behavior of teachers, planning and preparation, and ability to run the session well. There was no evidence that teaching was intentionally humorous or informal or that was highly examination-oriented would earn high student ratings.

Mason, et.al. (1995)- Investigated 35 teachers' views about combination classes, involving the teaching of students from 2 adjacent grades for the entire day. Most teachers, when asked about their feelings toward an organizational and teaching strategies for combination classes, responded negatively and preferred not to teach them. Teachers felt students should be assigned to combination classes homogeneously by ability, independence, and behaviour but they reported that such approaches were limited by organizational constraints. Although 4 teachers taught their classes via whole-class methods and 7 used 2 groups, 24 used a mixed grouping strategy, usually dividing the class into separate groups for reading and mathematics and teaching a single group in science and social studies. Few teachers discussed developmental approaches often used in multiage or nongraded programs, approaches often advocated for combination classes.

Vroom, et.al. (1995)- Studied the role of autocratic and participative behaviour in teaching effectiveness. The study suggests that multiple levels of analysis are needed to understand a leaders' choice of autocratic v/s participative behaviour. The study also indicated that teachers must have the capabilities of being both participative and autocrate and knowing when to employ each.

Hennessey, Beth A. (1996) explores aspects of the classroom environment that promote creativity in children. The study suggests that motivation plays a central role in the creative process. Students must be allowed to gain a certain degree of autotomy. Recommendations are
offered to the teachers wishing to shape a classroom situation conducive to creativity. No single investigative or theoretical orientation can carry the day. Attention must be paid to all aspects of the classroom environment (social, behavioral, technological and curricular) if researchers and educators are to make substantial strides in fostering student's creativity.

Radha Mohan (1997) - Examine the teaching effectiveness of 48 physical science teacher trainees using an explanatory causal model. The variables included in the study are academic achievement, science attitude, interest in teaching and content knowledge. A sample of 48 teacher trainees with science as an optional subject were selected for the study. An instrument was devised to measure the different dimensions of teaching, like cognitive strategies, affective strategies and the like. Besides this, standardized tools like Avinash Grewal's Science Attitude Scale, Kakkar's Interest in Teaching Scale were used. The teaching effectiveness of the teacher trainees was measured using the rating scale in common use at the Stella Matutina College of Education. The results showed that the cognitive strategies were the strongest predictors of teaching effectiveness followed by content. Academic achievement seems to be an important predictor of teaching effectiveness. Using the results of this study, the researcher postulates a revised conceptual path model of teaching effectiveness.

Ummekulsun (1998) conducted a study to identify whether job satisfaction of secondary school teachers varies with their perception of school organisational climate or not. The sample for the study consisted of 586 secondary school teachers of Bangalore City. The findings of the study reveal that the job satisfaction of teachers increases from closed type of school climate to open type ones.

Killen, et al. (1999) carried out two studies to examined preschool teacher and child interactions regarding personal, moral and social-conventional issues in the classroom and the development of personal concepts in young children. In study 1, Twenty preschool classrooms, Ten with 3-yr-olds and Ten with 4-yr-olds, were observed to assess teacher-
student interactions regarding personal, moral, social-conventional, and mixed events. Teachers used more direct messages regarding moral and social-conventional events than personal and mixed events. Teachers offered children choices, but they rarely negotiated personal events with children. Children responded with personal choice assertions when adults offered them choices, but adults did not differ in the frequency that they negated or affirmed children's assertions of personal choice. In Study 2, one hundred twenty preschool children (aged 3-5 yrs) were interviewed regarding their conceptions of personal events in the classroom and home. With age, children judged that they should retain control over personal decisions in both contexts. In both judgements and social interactions, teachers and children identified a personal domain in which children can and should make choice about how to structure their activities and assert their independence in the classroom.

Foley, et.al. (1999) studied Self perceived competence of secondary school principal to serve as school leaders in collaborative based educational delivery systems. The results indicate that principals view their leadership skills for guiding collaborative based programs to be within the average range. The three significant predictors of secondary school principals self-perceived competence in collaboration were number of clock hours of non credit-generating professional development activities, academic degrees and number of years teaching in general education implications for research and practice are discussed.

Ghaith, et.al. (1999)- Investigated the relationship among teacher characteristics (gender, grade level taught, experience), personal and general teacher efficacy, and the perception of teaching concerns. Participants included 292 Lebanese teachers from diverse school backgrounds with a wide range of teaching experience. Teachers completed a standard teacher efficacy questionnaire and another questionnaire that assessed their concerns about their professional practice. Results indicate that experience and personal efficacy were negatively related to the
perception of teaching concerns whereas gender, grade level taught, and general efficacy were not related to the perception of any of the categories of teaching concerns. The results also reveal that beginning teachers and those with low sense of personal efficacy were concerned about the task of teaching and the impact they make as teachers more than their highly experienced and more personally efficacious counterparts.

Pandey M. and Maikhuri (1999) studied to observe attitude of effective and ineffective teachers towards their profession with reference to their experiences and age differences. The findings derived from the study showed that experience of effective teachers does not affect their attitude towards teaching but ineffective teachers with high experience significantly show positive attitude. Quite similar results were observed for age.

Minor, et.al. (2002)-Examined preservice teacher’s perceptions of characteristics of effective teachers and investigated whether these perceptions are related to educational beliefs. Data were collected from 134 preservice teachers (78.4% females). During the 1st week of classes, the authors gave students (a) a questionnaire asking them to identify, rank, and define characteristics that they believed excellent teachers possess or demonstrate and (b) a published survey that identified participants’ educational beliefs as either progressive or transmissive. An analysis of responses revealed several characteristics that many of the preservice teachers considered to reflect effective teaching. In order of endorsement level, the following 7 themes emerged from these characteristics: (i) student centered (ii) effective classroom and behavior manager (iii) competent instructor (d) ethical, (e) enthusiastic about teaching, (f) knowledgeable about subject and (g) professional. Analyses revealed no relationship between the 7 perception categories of effective teachers and preservice teachers’ year of study, preferred grade level for teaching, and educational belief. However, more men than women endorsed teacher characteristics that were associated with being an effective classroom and behaviour manager.
Ling, Li Yuen (2003) aimed at investigating the perception of teaching and learning among kindergarten teacher subjects in Hong Kong. Despite the philosophical vision of early childhood education, a firm traditional kind of instruction with emphasis on planning, preparation and external judgement was perceived as an important indicator for good teaching.

Ogden, William R. (2003) aimed to studied analysis of a learning styles and suggest a teaching methodology. The feedback lecture is a modification of the traditional lecture that can be utilized to engage students with differing learning styles. The method includes study guide, lecture, and discussion. The feedback lecture enables students to learn by their own strengths while providing opportunity for developing related strengths in other areas.

2.3 Studies related to Teaching Effectiveness and Creativity

Raina (1970) conducted a study on creativity in Teachers. The sample of study consisted of 55 B.Ed. pupil teachers of Regional College of Education, Ajmer. Tool used was the Torrance Test of Creative Thinking. The major finding of the study were -

- Male pupil teachers were found significantly superior to females in originality.
- Females scored higher than males on all the dimensions of creativity except originality but these differences were not significant and
- There was a negative relationship between teaching experience and fluency and flexibility where as it was positive in case of originality, elaboration and total creativity but non of these relationship could reach the level of Significant.

Raina (1971) studied verbal and non verbal creative thinking abilities of B.Ed. pupil teachers. The Sample of the study consisted of 55 B.Ed pupil teachers (30 male and 35 Female). The major findings were -

- Male and Female teachers differed significantly in originality aspect of non-verbal creativity favouring the males

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There was no significant difference in the verbal creativity of male and female teachers. In rest of the aspect of non-verbal creativity, no significant differences were found in the scores of male and female teachers.

Bhan (1973) studied relationship between creative potential and the level of aspiration. The sample of the study consisted of 29 postgraduate student and 29 post-graduate teachers. The major findings were (i) the level of aspiration in case of high creative group was high and was found to be within the productive resources of the individual (ii) the level of aspiration was overly high in case of low creative group but their ambition was found outstripping the creative resources of the personality and (iii) creative people were found to be self-actualizing.

Goyal (1974) explored some personality correlates of creativity in secondary school teacher under training between the high creative and low creative groups of teachers. Out of the 16 factors of personality only one factor of intelligence was found to be discriminating between the criterion groups. The high fluent group scoring significantly higher than the low fluent group.

Gupta (1975) The role of the classroom interaction between the teacher and pupils has also been found to be very important factor affecting creativity.

Jayaswal (1977) conducted a study on creativity in relation to anxiety in male and female teacher trainees. The main theme of his study was to find out the impact of sex, academic background among the teacher trainees and to explore the pattern of relationships between creativity and anxiety among teacher trainees. The major findings of the study were (i) there was no sex differences in creativity scores among the male and female teacher trainees. (ii) there was no differences in the creativity scores of the teachers trainees belonging to the urban and rural areas (iii) female arts group teacher trainees were significantly higher than the male art group trainees on creativity scores (iv) female teacher trainees are significantly superior to male trainees in originality.
Lal (1977) studied relationship between creativity and teaching success. The sample of study consisted of 22 B.Ed pupil teachers Torrance test of creative thinking was used as a tool. The result showed no significant difference in the creativity scores of male and female B.Ed. pupil teachers.

Arora (1978) studied relationship between creative thinking and vocational anxiety and their effect on success in teaching. Tools used were Vocational Anxiety Scale, Putt’s Personality Inventory and Test of Creative thinking. The major finding were (i) high vocational anxiety was inversely related to teaching success but high general anxiety was not associated with teaching success (ii) interaction effect of vocational anxiety and creative thinking on teaching success was found to be significant.

Mishra (1978) studied perception and work values of creative teachers. Major findings were (i) the low creative teachers did not possess most of these characteristics (ii) four values-social service, independence, variety and surroundings were more prominent for highly creative teachers while power and economic return were more prominent in the perception of low creative teachers, and (iii) it was indicated that the creativity of teachers increases on providing the teacher with opportunities of more social services, independence and variety.

Barnawal (1978) studied the relationship between component of creativity and the component of verbal teaching behaviour of prospective science teachers. The main conclusions reported are as follows -

- Teachers having more verbal creativity do not encourage student but restrict their participation by giving directions.
- Teachers with higher amount of verbal creativity seem to react to the feelings and ideas of students but do not encourage them for participation. Due to rapidity of interchange the focus shifts from subject matter to reducing the amount of useful classroom activities.
- Increase in the non-verbal creativity of teachers promotes proportion of pupil talk, reducing the total teacher activities.

[57]
Pillay (1978) conducted a study on effect of patterns of teaching upon creative thinking among adolescents. Tools used were Passi’s test of creative thinking, Madhokar Patel’s intelligence test and the kappuswamy’s SES scale form A. The major findings were (i) the treatment of creative teaching method when compared with traditional method, did not produce differential effect upon general creative thinking (ii) out of thirty mental abilities, seven abilities were developed significantly higher by creative teaching method, where as the traditional method produced higher mean scores in case of memory for word meaning.

Singh (1978) Explored the Psychological make up and sociological background of creative and non creative student teachers. The study revealed that the B.Ed. pupil teachers with high creativity go with high economic values, better personality, adjustment better family background and urban living. Low creativity on the other hand seem to be associated with high theoretical value, poor adjustment, poor family background and rural living.

Singh (1978) Studied creativity in school teacher as measured by Mehdi’s test of creativity in relation to their self concept, attitude towards teaching and classroom verbal interaction and found that there was a positive and significant relationship between the teacher’s verbal creativity and the student’s talk in the classroom.

Gulati (1979) conducted a study of creativity as a function of intelligence, artistic aptitude and neuroticism of pupil teachers. The major findings were (i) there was a positive and significant relationship between fluency, flexibility, originality and artistic aptitude (ii) introverts performed better than extroverts on fluency and (iii) all the variables of creativity were positively and significantly related with intelligence, extroversion was significantly related to fluency, where as no significant relationship existed between extroversion and flexibility and originality.

Masih (1979) conducted a study of Creativity and Teacher effectiveness of B.Ed. pupil teachers of Regional college of Education,
The major findings were (i) Both male and female B.Ed. pupil teachers were found to be equally creative. (ii) there was no significant difference in the measures of creativity between students of B.Ed. (Science) and B.Sc. (Hons.) B.Ed.

**Sansanwal (1979)** studied personality differences among high and low creative teacher trainees. The sample of the study consisted of 75 B.Ed. pupil teachers studying in department of Education in Indore University. Tools used were Passis’s creativity test and the 16 PF test. The study revealed that high creative teacher trainees were most intelligent, happy-go-lucky, impulsively, lively, gay, enthusiastic, trusting, adaptable, free of jealousy, easy to get on with, relaxed, tranquil, tropid and unfrustrated. On the other hand, low creative B.Ed. pupil teachers were less intelligent, sober, serious, suspicious, teacurn, prudent, self opinionated, driven, over wrought, hand to tool, tense and frustrated.

**Singh (1979)** studied creativity and the age of the student teachers. The result showed that in the age group from 18-26 years, there were more chance to get creative student teachers, where as the chance of getting creative teachers were less in the age group of 27 to 32 years.

**Singh (1979)** conducted a study to compare the creativity scores of teachers of rural and urban residential backgrounds. The sample of the study consisted of 442 B.Ed. pupil teachers. The tools used were the Torrance test of creative thinking. The study revealed the finding that creativity come more from urban residential background. It was observed that in the creative group 89% of the subject were of urban background while 11% were rural background.

**Singh (1980)** studied creativity and family background of B.Ed. pupil teachers. The sample consisted of 442 B.Ed. pupil teachers. Tools used was the Torrence test of creative thinking. Creative and Non creative group in terms of family background revealed that on all the three indices of family background examined all this study namely education, occupation, and income of the father, the creative group tended to be superior to the
non-creative group. The value of Chi square turned out to be significant at .05 level in different analysis.

2.4 Studies related to creativity

Gupta (1971) studied institutional climate and classroom teaching behaviour in relation to creativity.

The major findings were -

- The mean level of verbal creativity was found to be significantly higher in the need unfulfilling type of institutional climates as compared to that in need fulfilling and laissez faire institutions.

- Pupil studying in the laissez faire institutions had significantly higher mean non-verbal creativity level than their counterparts in the need fulfilling type of institutions.

- Science teachers showed a marked preference for narrow, factual type of questioning as against elaborative questioning.

- The teacher talk of democrative teachers was found to be more indirect as compared to that of the authoritarian teachers. Teacher talk was higher in the case of trained teachers. pupil talk was maximum in the classroom of untrained teachers.

- Pupil talk was significantly higher in the classes of authoritarian teachers than in the classes of their counterparts with democratic teaching.

- Pupil with average and low levels of creativity were likely to improve upon their creative levels in schools with a laissez-faire type of institutional climate under teachers with democratic classroom verbal behaviour, whereas pupils with high verbal creativity were found to improve in laissez faire schools under authoritarian teachers.

- In the case of non-verbal creativity on the other hand, pupils belonging to all levels of creativity were found to have significantly higher creativity levels in the schools with a need unfulfilling type of institutional climate under teachers whose classroom verbal
behaviour was democratic in nature.

Tripathi (1983) investigated the study of personality traits as related to creativity among male and female teacher trainee of High, Middle and Low Socio-Economic Status. The findings of the study were:- 1. The female were higher on creativity than the males. 2. Female trainees on their personality scores were high in abstract thinking continousness, tendermindedness, imaginativeness, radicalism and some was less frustrated. 3. Creative female trainees were higher on intelligence, conciousness, experimental attitude, and self sufficiency factors than creative male trainee 4. High creatives were more warmed hearted, intelligent, emotionally stable, conscientious, venture some, tenderminded, imaginative, experimental and controlled than their low counterparts.5. Fluency and originality were positively correlated. Both these factors contributed to creativity.

Sharma (1985) in a study of an investigation into achievement, motivation, anxiety and value orientation of creative teachers, found that - 1. The total sample of high creatives scored significantly higher than the low creatives on achievement-motivation. 2. Significant differences on mean achievement-motivation scores were found between high and low creative groups in each case except rural males and urban females, in the favour of high creatives. 3. The total sample of high creatives was found to be significantly more anxiety ridden than the total sample of low creatives. 4. On democratic and family prestige value none of the 13 comparisons yielded any significant difference between high and low creative groups.

Singh (1986) conducted a study on Sex differences in verbal creativity of Science teachers. The objective of the study was to study the differences between male and female teachers with regard to their creativity. The findings of the study was no significant difference was found between male and female teachers with regard to their level of creativity, including its three factors of fluency, flexibility and originality.

Ganesan, V. (1987) studied the organisational for the creativity. The result brought out that - 1. Organisational climate by itself was related to
innovative performance when creativity was controlled. 2. High creative people expressed creativity outside the organisation when organizational climate for creativity was low. 3. Low organisational climate for creativity and satisfaction of achievement affiliation and autonomy needs did not go together.

**Remirez, Jose Alejandro** (1999) examined whether higher education effects the creative thinking abilities of future Japanese teachers. Result suggest that higher education does not seem to have a significant effect on the fosterine of the creative thinking abilities of future Japanese teachers. Other related results including the relationship between university entrance examination scores and creative thinking and the tendency to innovate or improve on the innovation of the others, are discussed.

**Hennessey Beth A.** (1995) proposed a theoretical explanation for the impact of motivation on creativity that is based on childrens conceptions of work and play. Parents and teachers have been led to believe that the motivation that stern from wanting to earn a good grade or receive a gold star or do better than the person sitting at the next desk in a positive force. However in the case of open ended creative tasks, extrinsic constraints have frequently proven harmful. A social psychological approach to the study of creativity is useful for answering the question of how best to foster creative behaviour in the classroom. Rather than focus on the largely innate or at least immalleable differences between creative and uncreative persons psychologists concentrate on creative situation e.g. the particular social and environmental condition that positively or negatively impact the creativity of most individuals.

**Bryan, et. al.** (1999) investigated how the experiences of preservice elementary teacher, within the context of reflective science teacher education, influenced the development of professional knowledge. The Study illustrates the value of understanding prospective teachers beliefs, their experiences and the relationship between beliefs and classroom actions. The findings underscore the significance of offering reflective experience
as Professionals early in the careers of prospective teachers.

Storm, et. al. (2002) studied the ways schools and families could provide greater support for creative behaviour. The rules guiding instruction at all levels of education should be revised. Some recommended changes implicate teacher training, method for the evaluation of learning, use of technology tools, expectations of students and adult willingness to take into account student impression about how to improve schools.

2.5 Studies related to Leadership behaviour

Leadership has attracted the attention of sociologists, psychologists and political scientists in various contents.

Most of the studies related to leadership were conducted abroad. Some studies about leadership behaviour although not under a direct level of leadership are also reported here because of their resemblance.

Lippitt and White (1943) tried to see the effects of three types of leadership designated as democratic, autocratic and Laissez-faire. It was found that autocracy provoked one of two reactions, submission or aggression which might open rebellion. Group morale, in the sense of spontaneous cohesion was highest in the democratic group and lowest in the submissive autocracy. The democratic group was the most contented and friendly, but autocratic leadership seemed to inhibit the normal free and easy sociability of the Laissez-faire group were dissatisfied with their own level of efficiency and their behaviour showed the vicious circle of frustration-aggression-frustration. The best work was done in the democratic group, who took pride in their work in marked contrast to the lack of case shown by the autocratic group.

Meade (1967) made a study to determine the effect of authoritarian and democratic leadership on productivity and morale in the atmosphere boys club in India.

The result showed that morale was higher under the authoritarian leadership atmosphere than under the democratic leadership atmosphere,
productivity was also higher under democratic leadership. The quality of work done under authoritarian leader was judged to be superior.

**Bhusan** (1968) studied personality factors and leadership preference. The major findings were—Preference for a democratic type of leadership was negatively related to authoritarianism, intolerance of ambiguity and neuroticism and positively related to ascendance and extroversion.

Subjects preferring a democratic type of leadership were relatively ascendant, extrovert, non-authoritarian, tolerant of ambiguity and emotionally stable, whereas those who preferred an authoritarian leadership style were more authoritarian, submissive, intolerant of ambiguity, introvert and neurotic.

**Mahajan** (1970) conducted a study to examine critically supervisory role of the principals of Delhi Higher Secondary Schools. The important findings of the study are: (i). government schools are better placed as a whole in respect of principal teacher relations and academic leadership though the differences are not statistically significant. (ii). Government girls’ schools have better facilities and academic leadership than the government boys schools (iii). the principal teacher relations, on the whole, have been satisfactory (iv). most of the principals fail to play an effective leadership role in the academic field in the schools because of limitation of time and energy.

**Anand** (1974) ventured a study to find out the difference between “Ideal School Principal and what school Principal are” as viewed by male and female teachers.

The responses of the teachers showed that there was no significant difference between male and female teachers, expressing punctuality and co-operation as essential characteristic of an ideal principal. They also did not differ on the view that an ideal principal should be a democratic highly educated and impartial.

Further attributes which were considered significant for an ideal principal were good administrator, honest and interested in co-curricular
activities. But when the second question i.e. principal of schools as you find them was scrutinized it was found that school principals were not liked by their teachers. The teachers disapproved them on their administration and conduct in the schools. Further they were found not democratic and dishonest.

Darji (1975) found that leadership behaviour dimensions and patterns were critical indications of organisational climate, staff morale academic, motivation, school innovativeness and academic status. All the principals of open climate school manifested the leadership behaviour patterns. The leadership behaviour dimensions and patterns were found to be significant in relation to variable of climate, morale and innovativeness but not in the relation to pupil motivation towards schools and academic status of schools.

Bruns (1975) conducted a study to describe the impact of managerial behaviour and leadership variable of principals as receptivity of ideas, goal emphasis, team building and decision making etc on the effectiveness of the school. The data confirmed that there is a difference between the way teachers and students perceive the managerial behaviour of the principals. Teacher in the schools ranked those principals most democratic who indicated a better attitude towards school and allowed to more participation of teacher in decision making in their schools. A positive relationship between democratic leadership and academic effectiveness was found.

Panda (1975) undertook a study to examine administrative behaviour of Headmasters. The study revealed that Headmasters in their administrative behaviour were not self-oriented, authoritarian traditional, academically apathetic and rejecting on the one hand and less effective in communication, less co-operative, less outcome oriented and less permissive on the other. The background factor that were related to headmasters administrative behaviour were teachers indifference to carry out work groupism among teachers, students indifference to education, level of literacy in the surrounding community, inference to administration by authorities and poor self perception.
Goodman (1977) conducted a study to find out the relationship between the teacher perceptions of the behaviour of the principal and a school’s level of organisational goal attainment. The finding of the study revealed that teacher perception of the behaviour of the principals appear to be related to a school’s level of organisational goal attainment.

Singh (1978) launched a study to compare the Headmaster’s leadership behaviour with that of some other professional leaders and noted the relationship of variables such as personality factors, sex, age, teaching and administrative experience with leadership. It was found that (i) out of five professional leaders, the headmasters occupied the third position on the leadership scale (ii) the leadership behaviour was significantly related to the four personality factors, viz. outgoingness, intelligence, emotional stability and assertiveness, (iii) the head’s leadership behaviour was not related to his age (iv) post-graduate heads were significantly better than graduate heads (v) but total leadership behaviour was neither related to academic qualifications nor related to their teaching experiences.

Geltner (1981) conducted a study of interactions operating within a sub-urban elementary school between teachers and principal. Leadership behaviour of principals were analysed as educational philosopher, modeller, supporter, partner and innovator. The principal emerged as a key component within the school, particularly with regard to human needs operating within the entire school community. Positive human interaction within a school can overcome negative factors and can transform individual school into positive and significant instrument for student growth and achievement.

Gibbons (1982) designed a study to examine the relationship between the selected organisational environment characteristic and the leadership behaviour of school principals. It was found that the greater the complexity of the organisational environment, the more receptive the principal is to teacher ideas, greater work facilitation by principal, greater support and team building. Principals overall leadership score is high. The greater satisfaction within the organisational environment, the less the principal involves other
staff members in the decision making process.

Naik (1982) examined the relationship between leadership behaviour of secondary school, headmasters and teachers morale. He found that there was significant and positive relationship between building facilities, evaluation of students, spacial service, supervisory relations and colleagues relations.

Khoury (1982) compared the relationship behaviours of the elementary school principals. Secondary school principal and the head of the university departments comparison was done on initiating structure and consideration dimentions of leadership. It was revealed that the head and principals perceived themselves to be existing both kinds of behaviours significantly and more frequently than their respective teachers with regard to “initiating structure” the discrepancy existed at all the three levels of education. Finally on both the dimensions of the leadership behaviour negative correlation appeared to be existing between the administrators and the teachers.

Robson and Davis Eo. (1983) undertook a study on administrative authority leadership style and the master control. Finding of this study tend to support the work done by Halpin and the Ohio state group. That is the widest professional zone of acceptance was found among teachers who perceived their principal as high in both initiating structure and consideration.

The strength of initiating structure was found to be significantly related to teachers professional acceptance (work satisfaction) without respect to the degree of consideration shown by the principal.

Patel (1983) aimed at finding the leadership behaviour of Principals of Higher Secondary Schools of Gujrat State. The major findings of the study were- (i). There was a positive relationship between the two dimensions of leadership behaviour of the school principal, viz initiating structure and consideration. (ii). Male and Female principals perceived their own leadership behaviour as being significantly different on the
consideration dimensioned. (iii). No Significant differences were found between male and female administrators as perceived by teachers and by themselves on initiating structure and consideration. (iv). The principals' effectiveness was a significant predictor of organizational climate. (v). The teachers working in schools where a paternal climate prevailed scored highest on their professional development and lowest in schools with familiar climate. The rural-urban dimensions did not play any significant role in case of any of the dimensions of leadership behaviour.

Shukla (1983) studied that the lady principal were more democratic in their behaviours as compared to men principals.

Shukla (1983) found that there was no rural urban bias in the leadership behaviour of educational administrator.

Sampuran Singh (1985) studied school climate, leadership behaviour and moral development of the heads of elementary and secondary school. The findings of the study were - (i). On almost all dimensions of school climate, elementary schools were found to be more variable than secondary schools. (ii). In the case of leadership behaviour 22% of the elementary and 14% of the secondary schools were high on initiating structure. (iii). The relationship between initiating structure and consideration was high and positive. (iv). Initiating structure as a dimension of leadership behaviour was significantly related to the dimensions of school climate, spirit, intimacy, production emphasis, thrust, and consideration.

Ara Nasreen (1986) studied principals leadership behaviour in relations to teacher's self concept, job satisfaction and some other institutional characteristics at secondary school level. The findings were - (i). High desirable leadership behaviour of the principals generated a higher degree of conformity and normalcy in the teachers while low desirable leadership behaviour of Principals caused a low degree of conformity and normalcy in them. (ii). The initiating structure style of principals leadership behaviour appeared to be significantly related to conformity and normalcy factors of teachers self concept. (iii). The principals' leadership
behaviour was positively related to teachers job satisfaction. (iv). The initiating structure and consideration styles of principals leadership behaviour was found to be significantly related with teachers job satisfaction. (v). Male and female teachers perceived a like the leadership behaviour of the principals. (vi). The rural urban location of the schools was not related with the teachers perceptions of principals leadership behaviour.

Blank (1987) conducted a study on the role of a principal as a leader and found that most of the principals in urban high school provide a high degree of leadership in only a few areas. These areas were instructional improvement and innovation, staff development, involving staff in planning, seeking district or community support of researcher for development etc only in limited areas the principals were found exercising leadership.

Jones (1988) investigated to identify specific behaviour of high school principals that constitute effective leadership of selected distinguished high schools and other high schools as perceived by teachers of those schools. Findings of the study revealed that there does not appear to be meaningful difference between principals in the ability to create an academic atmosphere. Further result showed that teachers differ in their perceptions as to the extent leadership provided by principal in obtaining a positive school atmosphere and in instructional leadership.

Everett (1988) undertook a study of the relationship between the principals leadership style and the level of motivation of the teaching staff. The findings of this study were as following: (i). significant relationship were found at the .05 level between teachers motivation and the perceived leadership style of the principal (ii). Teacher motivation sub scales, intrinsic, extrinsic and general satisfaction were negatively correlated to each of the two leadership sub scales, initiating structure and consideration behaviour (iii). the independent variables sex, age and length of the experience indicated no significant difference with the group in teachers intrinsic, extrinsic and general satisfaction.

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Smith (1989) found in his study that the styles of functioning of the administration in most schools and the stress that was experienced by them were highly correlated together. This means that certain styles of functioning of the principals were stress-producing and hence were administratively not effective. The study shows that the stress experienced by the principal is an indicator of the administrative ineffectiveness which, sometimes, is produced by the style of functioning of the principals itself.

Wootton (1989) studied the leadership behaviour of secondary school principals. The data showed that teachers perception of principals leadership behaviour differ from that of principals themselves and superintendents in some leadership characteristics other leadership characteristic where as related no significance difference. Principals viewed age and educational level as making the greatest difference in their perceived leadership behaviours, superintendents observed class room management training, teacher expectation, student achievement training and assesment, centre training as making a significant difference in the perceived leadership behaviours of principals. The teachers claimed that time spent in present position was the most significant factor in the principals leadership behaviour.

Paine (1990) studied the behaviour of a number of principals to determine if, in reality, these principals are utilizing behaviours which truly foster meaningful (being of great consequence) teacher empowerment in consequential decision making situations (those which affects the quality of life in the school). The finding of the study revealed that principal reported the highest percentage in the area where middle level empowerment behaviours existed on the continuum, teachers have been most significantly included in decision making activities in which the principal participate as a partner, principals behaviour of this type are as improvement over the autocratic approach but trust must develop between the parties before true teacher empowerment can exist.

Bayti (1990) made a study on school index in context of leadership
and decision making. The result were as following - (i) There was positive and significant correlation between leadership and decision making at .54 level, leadership and games sports and other applied educational activities at .54 level. (ii) There was positive correlation between decision making and games sports and other allied educational activities at .35 level, decision making and scholastic achievement at .24 level and leadership and scholastic achievement at .20 level.

Mishra (1991) conducted a study of principals managerial problems in relation to their leadership behaviour. The results indicate that neither initiating structure dimentions of leadership nor consideration were found to be related to managerial problem.

Algaism (1991) in his study investigated how teacher related the leadership style of the male and female principals to the middle school climate in Hail district of Saudi Arabia. Two separate dimensions of principals leader behaviour were examined: consideration and initiating structure and the openness of school climate. The result indicated that there was a strong relationship between principals who were high in both dimensions and a very open climate and between principals who were low in both dimensions and the least open climate. Some relationship existed between principals who were high in one dimensions and low in the other and the open and the less open climate. No significant difference between the leadership style of male and female principal was found however male principal had a greater tendency to be initiating structure leaders. No significant effect on leadership style or on the openness of school climate were found when principal were grouped according to the demographic data.

Cousineau and Luke (1992) attempted to explore how school learning is affected by classroom climate and teachers' leadership behaviour. The result showed that nothing can be said as to how these variables operate in the context of students' academic achievement.

Avolio, et.al.(1995) integrates a level of analysis framework into the development and extension of transformational leadership theory. The
primary focus is on examining individualized consideration, a key component of transformational leadership. Leadership at 3 different levels of analysis including the individual, team and organization culture. Leaders exhibiting transformational leadership more often are also likely to be more effective and satisfying than those who mainly exhibit transactional leadership. Through individualized consideration, transformation in the leader's perspective and subsequent behaviour is transformed, where the focus is on recognizing individual differences in needs, elevating them and developing potential to achieve increasingly higher level of performance.

Hunter et.al. (1995) studied the relationship between high school principals leadership and teachers morale. They determined if there was a significant relationship between principals' administrative leadership (PAL) and teachers' morale (TM) and if there were significant differences among TM under varying PAL styles. 40 high school principals completed the Leadership Ability Evaluation (LAE) questionnaire and 411 teachers (aged 30-44 yrs) completed the Purdue Teacher Opinionaire. Findings from the LAE indicate that there was 10 autocratic aggressive, 10 democratic cooperative, 13 autocratic submissive, and 7 laissez-faire principals. 50% of the schools received low morale range. Results yielded evidence of a low positive relationship between PAL style and TM. Based on the data of response patterns by PAL styles, there existed no significant difference among the PAL at schools with either high, medium or low morale scores. Lastly, the highest concentration of teachers aged 35-39 yrs worked in low morale schools.

Opie, (1995) examined 5 particulary successful teachers of reading working in a variety of settings with reference to their personal qualities, their approach to teaching and factors relating to motivation and self-esteem. The teachers emerged as competent, committed and enthusiastic; they valued positive and trusting relationship with their pupils and had high expectations with regard to progress. They stressed the importance of
enabling their pupils to experience success, improving their confidence and raising their self-esteem. They valued humor, competition and frequent changes of activity as ways of maintaining interest and all used structured phonic approaches to reading. It is suggested that the work of many teachers of failing readers could be greatly enhanced by increasing their awareness of the importance of concepts such as self-esteem and by equipping them with basic counselling skills.

Richardson, (1995) in a study provides a basis for a more useful approach to teaching and practicing strategy. It is emphasized that students and teachers need to develop their skills across the range of leader-types so that they are prepared for situations which demand that organisations apply multi-leadership styles and approaches simultaneously.

Savelsberg et.al. (1995) studied leadership styles, personality preferences and effective teacher consultation. They examined the relations among leadership styles (telling, selling, participating, and delegating), personality preferences (extrovert-introvert, sensing-intuitive, feeling-thinking, and judging-perceiving) and effectiveness as a consultant teacher. 31 consultant teachers were administered 3 tests including the Myers-Briggs Type Indicator and a survey of effectiveness of collaborative consultants. Selling and participating were the 2 leadership styles most often used by the consultant teachers. No significant relations were found between the consultant teachers’ effectiveness scores and any of the leadership styles. The significant relation found was between personality index preference and effectiveness in consulting. Sensing was a significant variable when effectiveness was considered. Together, the extrovert and the sensing scores were good predictors of effectiveness.

Gray, et.al. (1996) studied the effect of the belief in equality on democratic leadership intention.

Two separate samples were studied, one of college students (N=201) and the other blue and white collar worker (N=192) High belief in equality participants exhibited higher democratic leadership intentions than did low
belief in equality participants in 6 paper and pencil leadership tasks. The equality construct was found to be relatively independent of authoritarianism.

Sagie, (1995) examined how leader communication style (high directiveness, low directiveness or no nominated leader) and the method used for goal setting (participative, assigned or do your best) affect employees work outcomes. Result show that teams with highly directive leaders achieved the highest rates of performance, where as participative goal setting lead to improved attitudes.

Gyanani (1998) found in his study that (i) Classroom climate has a significant role in determining the academic achievement of the teacher trainees. (ii) Effect of teacher’s leadership behaviour on students scholastic achievement is also significant. (iii) Teachers expectations play a significant role in causing variation in the academic achievement scores of the students.

Swick, et.al.(1999) in study “The caring ethic in early childhood teacher education” suggests that the caring ethic is central to the teaching-learning process. It argued that early childhood teacher educators can promote teacher-as-leader paradigm that supports the development of caring skills and perspectives in future teacher.

This argument is made by addressing the following 3 questions :-

1. How do a system developed that natures people in becoming caring human beings ? How is an environment created that engages teachers, children and families in experiences that nurture in them the ethic of caring ? and What are the means of extending the caring ethic into all facets of community living ?

Kashinath (2000) conducted a study on Interaction, Effect of Institutional Climate, Personality and Home Climate on Burnout among Teacher Educators. The purpose of the study was to analyse independent and combined effect of variables, viz., institutional climate (open and closed), personality extrovert and introvert and home climate (happy and unhappy) of teacher educators on proneness to burnout. The study revealed
that (i) teacher educators serving in a closed institutional climate are more prone to burnout dimension of Emotional Exhaustion than teacher educators in an open institutional climate, (ii) Teacher educators serving in (a) closed institutional climate, (b) introvert teacher educators, and (c) teacher educators with unhappy home climate are more prone to burnout on Depersonalisation and Personal Accomplishment dimensions. (iii) Introvert teacher educators serving in closed institutional climate with unhappy home climate are more prone to burnout on Emotional Exhaustion and Personal Accomplishment dimensions.

O' Day, (2002) explores accountability, mechanisms currently associated with standards-based reform that "take the school as unit of accountability and seek to improve student learning by improving the functioning of the school organisation". The result indicate that combination of administrative and professional accountability presents much more promising approach for implementing, lasting and meaningful school reform.

Hughes, (2002) studied that authoritative teaching buffers students from negative peer influences, and in schools where students face many risks, supportive teachers may exert a powerful effect on students learning and behaviours.

Bhai, et. al. (2003) in a study concluded that leadership style of the Chief Executive Officer (CEOs) significantly affect the overall functioning of the organisation. The transactional-transformational style classification of the style best suits the situations in which the CEOs work. The result reveal that these two styles are being used in tandem by the CEOs.

2.6 A Resume of Review -

The above survey of the studies related to various aspects of teaching effectiveness shows that it has been widely investigated.

Relatively the literature of Teaching Effectiveness in very scantly, isolated and scattered.

From the points of view of the gap existing in the current literature and the direction of research indicated by the recent development in
educational researches, 'teaching effectiveness' in much needed topic for study in which the utilization of human potentialities in involved.

The effectiveness of teachers is a blanket concept and it has been understood differently by different persons.

Lal (1974) had studied the relationship between creative thinking and vocational anxiety and their effect on success in teaching. The findings were (i) the teachers trainees in high and low creative thinking group did not differ significantly from each other in vocational anxiety where as they did differ significantly in general anxiety. (ii) Interactional effect of vocational anxiety and creative thinking on teaching success was found to be significant, where as interactional effect of general anxiety and creative thinking was not found to be significant.

Arora (1976) indentified effective and ineffective teachers in schools of Delhi. Another finding of the study that is relavent was that of Ms Ummekulsun (1985), she found that the effective and ineffective teachers did not differ in their age, educational qualifications length of teaching experience and martial status. Gupta (1977) making a study of successful teachers found that success in teaching was significantly related to the areas of home health, social emotional and total adjustment and to professional attitudes but had no relationship with academic achievement. Quite a large number of studies have been carried out in past which attempted to explore how school learning is affected by the various factors.

Most of researches have been carried out in the U.S.A. and Europe such as Braun (1991), Causineau and Luke (1992) and very few in India such as Buch and Santhanam (1970), Verma (1988).

In the regard Lewis (1964) and Doctor (1987) reported that students' scholastic achievement is not only affected by their personality characteristics but also by classroom climate, teachers' personality, his leadership quality and the expectations from the students.

Dilip Kumar (1979) revealed that female teachers tend to loss innovativeness with the age where as male teachers become innovative after
setting in the profession.

Katarra M. and Bhardwaj’s (1999) found that teaching with teaching learning materials presents the subject matter in an easy and understandable way. A classroom with sufficient teaching learning material creates healthy environment for teaching learning process.

It has been shown by studies in India and abroad that teachers having favourable attitude towards their profession are more successful, better adjusted and well satisfied in their job. This view is well supported by the findings of studies conducted Yee (1968), Arora (1978). Chhaya (1974) compared effective and ineffective teachers with respect to personality adjustment, teaching attitude and emotional stability.

According to Dickson (1980) Teaching effectiveness is a demonstrated repertory of competencies involved with - (i) Teaching plans and materials. (ii) Classroom procedures. (iii) Interpersonal skills and learner’s reinforcement involvement reflected in teacher behaviour.

Johnson (1958), Saxena (1968), Mehta (1977) found positive relationship between experience and teaching effectiveness where a Meriam (1906) found no significant relationship between the two.

The teachers role in the classroom is very important to influence the children’s in many ways. Teachers classroom behaviour and approach to topics of learning, teacher’s strategies, openmindedness, authoritarianism and other teaching characteristic, teacher’s level of creativity directly influence students creativity, incentive and behaviour (Abraham 1977, Barkar 1973, Moore 1973). The teaching methods have a vital role in developing creativity. A good number of researches like Torrance (1965), Hensel (1973), Menefee (1973) have stressed that methodology of teaching employed and curriculum assignments in a particular classroom or school affect development of children’s creativity. Creative behaviour can be encouraged through the use of open ended discussions, it can be concluded from the studies conducted by Cole (1969), Torrance (1970) than an open ended teacher who allows freedom in the classroom encourages pupils initiation
and the teacher who adopts open ended discussion, encourages creativity as compared to the teacher who likes conformity, rigidity and authoritarianism in his classroom.

Many studies have been conducted by researchers to find out sex differences in creativity in children, teachers etc. The results of studies have been found to be contradictory as revealed by reviews conducted by Kogan (1974) and Goyal (1975). Some investigator reported male superiority (eg. Hudson 1968, Torrance, 1962, Badarinath and Satyanarayan 1979) and other female superiority (eg. Guilford 1967, Wallace and Wing 1969, Razik 1964, Goyal 1974). Very few studies have been conducted on teachers particularly in India.

Lal (1977) in his study showed that no significant difference in the creativity scores of male and female B.Ed teacher. Masih (1979) found that both male and female B.Ed. pupil teachers were found to be equally creative, there was no significant differences in the measures of creativity between students of B.Ed. (Science) and B.Sc (Hons.) B.Ed.

Singh (1979) in his study revealed that creative teachers come more from urban residential background than from rural residential background. Raina (1970), (1971) conducted a study on creativity in teachers, the findings of the studies were - (i) Male teachers were found significantly superior to females in originality. (ii) There was no significant difference in the verbal creativity of male and female teachers. Jayaswal (1977) found that - (i) There were no sex differences in creativity scores among the male and female teacher trainees. (ii) There was no difference in the creativity scores of the teacher trainee belonging to the urban and rural areas. (iii) Female arts group trainee were significantly higher than male arts group trainees on creativity scores. (iv) Female teacher trainees are significantly superior to male trainees in originality.

Pandey (1980) in a study found that no significant differences was found between male and female teacher with respect to their verbal creativity.
The survey of the studies related to various aspects of the leadership shows that leadership is comparatively an ignored area in educational research in India. Researchers have done very little to unfold the mysteries of leadership and to know the various variables related to it. These are varied findings with some contradiction, to owing to which it is difficult to generalise them to contribute to development of a theory. For example some researcher reported that personality is related to leadership while other researcher do not support the thesis. The studies conducted in India and abroad have revealed the following important aspect about leadership-

1. Inner personality is a condition of leadership. Thus people with high intelligence, who are well adjusted personality and who tend towards extroversion are more likely than others to become leaders (Mann 1969).

2. Personality, is related to leadership Norman (1970), Levis (1964) and Doctor (1987) reported that students scholastic achievement is not only affected by their personality characteristics but also by classroom climate, teacher’s personality, his leadership quality and the expectations from the students.

Quite a large number of studies have been carried out in the past which attempted to explore how school learning is affected by the various factors. Most of these researches have been carried out in the U.S.A. and Europe such as Braun (1991), Cousineau and Luke (1992), Flanders (1967), Van de Grit (1985) and very few in India such as Singh (1973), Varma (1988) with the result nothing can be said as to how these variables operate in the context of student’s academic achievement.

Bose (1955, 1957, 1958) favoured employee-centred supervision for high morale, higher productivity and high group cohesiveness and also emphasized on the use of participation as a technique of effective leadership. Good human relations were also emphasized by Chowdhary (1953). Leadership researches in organisation gained momentum in 1970s. Dayal (1975) viewed that functions of leaders are partly determined by the organisational requirements and partly by their idiosyncratic style.
Pestonjee (1973) and his colleagues Singh and Pestonjee (1974) reported greater satisfaction under democratic supervision. Rao (1973) found greater trust under consideration type of supervisors than under initiating structure style. Singh (1981) observed that democratic style would be effective because work organisation have techno-social system which is modern and western.

Sinha and Chowdhary (1981) concluded that Democratic style was the only style which was significantly and positively related with employees satisfaction.

In the present scenario transformational leadership is very close to charismatic leadership. Singh and Bhandarkar (1990) Transformational leaders are characterized by empowering attitude, risk taking, clarity of mission, team building, equanimity and envolving trust.

Effectiveness may be defined in many ways. One of the important things to consider to how ‘well’ a person does his or her job, whatever the job or role is. In other words, if a person does his or her job or role effectively and/or attains the goals he or she had set for himself/herself, the person may be considered effective. Findings show that there is little correlation between a person’s effectiveness and his or her intelligence, knowledge and imagination. Such people who may otherwise have reasonable or even high intelligence, knowledge and imagination are often ineffectual because they fail to realize that insights become effective only through hard and systematic work. Hence, it may be said that intelligence, creativity and knowledge are essential inputs, which set limits to what can be attained, but only effectiveness converts them into results. The effectiveness of a person may derive added strength from some other individual-related constructs. For instance, Rao (1985) contends that self-efficacy or personal efficacy is one of the important factors that contributes to managerial effectiveness. Self-efficacy is found to be strongly related to past performance Bandura (1982). Some other variables could be self-esteem, internal work motivation, and an increased awareness of self-pattern of behaviour; all these may add to the effectiveness of the
person in an organizational setting. Tiwari (1988) examined the relationship between leadership styles, on the one hand and communication power strategies and organisational satisfaction on the other hand.

2.7 **Rationale for selecting the present study**

Studies on leadership behaviour, teaching effectiveness and creativity reveal that most of them deal with identification of climates of schools, Principal leadership behaviour. However relational work is done on school organisational climate, teacher attitude, teacher job satisfaction, leadership behaviour of Principals etc. The nature and extent of relationship between creativity, leadership behaviour and teaching effectiveness happens to be a subject which though of great importance theoretically has largely remained unexplored at the hands of research workers. It seems that creativity, teacher’s leadership behaviour and teaching effectiveness are fairly and intimately related concept, yet the relationship among them has not been studied in depth on empirical lines. Raina (1971) in India, creativity research is still in its infancy, this is mainly so because researchers have failed to appreciate the role of creative functioning in various endeavours of life, there are just handful of Indian researches on creativity. The same can be said about empirical studies in the field of leadership behaviour where the number of researches is even smaller. The survey of studies related to various aspect of leadership shows that leadership is comparatively an ignored area in educational research in India. Researchers have done very little to unfold the mysteries of leadership and to know the various variables related to it. There is a need to enquire into the field and know about the leadership behaviour in our educational institution and about important variable related to it.

Though numerous studies have been conducted on Teaching effectiveness, they are either descriptive and clustered around teachers personality traits, predictors of teaching effectiveness on teaching methods, micro teaching etc very insignificant work is available on these three variables teaching effectiveness, leadership behaviour and creativity.

From practical point of view, the gap between the stuff produced by
our educational centres and the real needs of our country is too big. Our educational planners are usually borrowing their ideas from advanced nations which pose many difficulties in their local adaptation. However in recent years serious attempts has been made at the national level to evolve a truly Indianized educational system in which this gap is expected to be bridged. The present investigation is expected to identify different factors in the institutional environments and those pattern of leadership behaviour which are likely to prove conducive to the development of creativity among the teachers. Necessary modifications in the educational facilities and teacher's leadership behaviour can be planned in the light of the results arrived at in the study and feedback can be provided to the teacher community and policy planners accordingly. the exercise of leadership of a teacher helps in maintaining the changes initiated. The teacher must provide skillful leadership so that progress may take place with a minimum of stress and strain. This study on teaching effectiveness relating to the leadership behaviour and creativity certainly helps researchers, teachers, teacher educators, educational authorities and other groups interested in the field to understand this neglected area rather closely and correctly. It would also help the teachers to make self analysis of their leadership behaviour on the basis of the result of the study.

2.8 STATEMENT OF THE PROBLEM

The problem for the present study has been entitled as:

"Teaching effectiveness as a function of leadership behaviour and creativity."

In the next chapter the purpose, scope and significance of the study will be taken up.